

Psychological Abstracts

VOLUME 17 · NUMBER 4 · APRIL 1943

EDITOR

WALTER S. HUNTER
(Brown University)

ASSISTANT EDITOR

H. L. ANSBACHER
(Brown University)

WITH THE CO-OPERATION OF

F. C. BARTLETT	Cambridge University
R. KURODA	Keijo Imperial University
R. NIHARD	University of Liège
V. OSIPOV	Leningrad
H. PIÉRON	Sorbonne
M. PONZO	University of Rome
P. RANSCHBURG	University of Budapest
M. L. REYMERT	Mooseheart, Illinois
L. S. TSAI	University of Nanking, Chengtu

~

Editorial Office: BROWN UNIVERSITY, PROVIDENCE,
RHODE ISLAND; *Business Office:* PRINCE AND LEMON
STREETS, LANCASTER, PENNSYLVANIA AND NORTH-
WESTERN UNIVERSITY, EVANSTON, ILLINOIS. Send
changes of address to: Psychological Abstracts,
Northwestern University, Evanston, Illinois.

CONTENTS

General (<i>including Statistics</i>)	1022-1048
Nervous System	1049-1059
Receptive and Perceptual Processes	1060-1100
Learning, Conditioning, Intelligence (<i>including Attention, Thought</i>)	1101-1126
Motor and Glandular Responses (<i>including Emotion, Sleep</i>)	1127-1153
Psychoanalysis, Dreams, Hypnosis	1154-1166
Functional Disorders	1167-1235
Personality and Character	1236-1246
General Social Processes (<i>including Esthetics</i>)	1247-1277
Crime and Delinquency	1278-1299
Industrial and Personnel Problems	1300-1324
Educational Psychology (<i>including Vocational Guidance</i>)	1325-1376
Mental Tests	1377-1381
Childhood and Adolescence	1382-1415

S U B S C R I P T I O N \$ 7 . 0 0 A Y E A R

F O R E I G N \$ 7 . 2 5

PUBLISHED MONTHLY, WITH TWO ISSUES DURING DECEMBER, AT PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA

BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INCORPORATED

Entered as second-class matter July 12, 1937, at the post-office at Lancaster, Pa., under the Act of March 3, 1879

AUTHOR INDEX

- Abramson, M., 1143
 Adams, E. O., 1060
 Adkins, R. M., 1366
 Alber, S., 1127
 Allen, R. D., 1325
 Allen, R. E., 1382
 Allen, W. F., 1061
 Allende Lozama, L., 1167
 Allentuck, S., 1128
 American Standards Association, 1062
 Ames, L. B., 1395
 Anderson, D., 1168
 Andriola, J., 1169
 Anskin, P. K., 1022
 [Anon.], 1023, 1024, 1025, 1154, 1300, 1301, 1326, 1383
 Arend, I. M., 1170
 Aring, C. D., 1063
 Autrum, H., 1064
 Axelrad, R. K., 1384
 Baker, D. E., 1026
 Bailey, P., 1049, 1050
 Baker, E., 1398
 Banay, R. S., 1278
 Barcroft, J., 1129
 Barkley, K. L., 1247
 Barnes, M. W., 1327
 Barron, D. H., 1129
 Bartemeier, L. H., 1130
 Bartlett, F. C., 1248
 Bayle, E., 1328
 Bayroff, A. G., 1101, 1302
 Beach, F. A., 1131
 Becky, R. E., 1385
 Belden, M. E., 1386
 Bender, L., 1171, 1387
 Bender, M. D., 1065
 Benedict, R., 1249
 Benjamin, E., 1388
 Benvenuti, A., 1172
 Benvenuti, M., 1172
 Beverly, B. I., 1389
 Bilsky, H. B., 1184
 Birnbaum, K., 1173
 Bizler, J. S., 1045
 Blackwood, D. W., 1390
 Blaha, R., 1391
 Bloom, B. S., 1027
 Bloomberg, W., 1174
 Blyth, W., 1175
 Boiles, A. T., 1176
 Bond, M. E., 1066
 Boone, W. H., 1250
 Bordia, E. S., 1375
 Boughton, L. L., 1132
 Bowman, K. M., 1128
 Boynton, P. L., 1251
 Bray, C. W., 1067
 Brett, G. S., 1028, 1045
 Brickner, R. M., 1177
 Bridgman, O., 1392
 Brinckerhoff, A., 1393
 Britt, S. H., 1029, 1303
 Brody, M. B., 1178
 Brown, C. M., 1329
 Brown, E. J., 1330
 Brown, E. V. L., 1068
 Bölling, E., 1051
 Burgess, E. W., 1252
 Burn, J. H., 1051
 Burrow, T., 1052
 Butler, J. M., 1030
 Buxton, C. E., 1102
 Byrne, R., 1331
 Cadan, H., 1069
 Cameron, N., 1155
 Carl, G. P., 1179
 Carson, L. D., 1304
 Case, H. W., 1317
 Chute, C. L., 1279
 Clark, G. H., 1103
 Clarke, F. P., 1031
 Cleveland, E., 1306
 Clisby, K. H., 1096
 Cofer, C. N., 1104
 Garrison, K. C., 1407
 Commins, W. D., 1332
 Connelly, G. M., 1257
 Córdova y Quesada, A., de, 1180
 Cowan, T. A., 1280
 Cowles, J. T., 1070
 Cox, H. M., 1333
 Crook, M. N., 1236
 Crumbley, J. R., 1053
 Cunliffe, R. B., 1334
 Curran, D., 1181
 Dahlberg, G., 1133
 Daniel, W. G., 1335
 Daniel, W. J., 1253
 Dann, J., 1071
 Dantón Gallego, J., 1306, 1336
 Darder, V., 1182
 Dashiel, J. F., 1072
 Davidoff, P., 1260
 Davis, E. W., 1049, 1050
 Davis, F. B., 1337
 Davis, K., 1409
 Dehane, K. G., 1043
 Deming, J., 1394
 Dennis, W., 1254
 Devereux, G., 1281, 1282
 Dewey, J., 1045
 Dexter, E. S., 1105, 1106
 Dimmick, F. L., 1073
 Dohner, D. R., 1074
 Dorcus, R. M., 1134, 1307
 Douglas, H. R., 1338, 1339, 1340, 1341, 1342
 Dudycha, G. J., 1255
 Dunham, H. W., 1237
 Dunlap, J. W., 1348
 Dunlap, K., 1183
 Durea, M. A., 1184
 Eads, L. K., 1343
 Edgerton, H. A., 1032
 Edwards, M. E., 1308
 Ehrenfeld, H. J., 1238
 Elenson, J., 1185
 Elklin, A. P., 1256
 Ellington, W., 1242
 Emard, L. M., 1309
 Engle, B. S., 1156
 English, H. B., 1107
 English, O. S., 1186
 Erickson, B. L., 1283
 Estes, W. K., 1108
 Farnum, R. B., 1344
 Farquhar, J., 1345
 Faubion, R. W., 1305
 Federn, P., 1187
 Fernández Speroni, C., 1157
 Ferree, C. E., 1075
 Field, G., 1334
 Field, H. H., 1257
 Figueroa, C. A., 1310
 Finch, G., 1109
 Finsinger, J. E., 1188
 Fitzgerald, J. E., 1135
 Fleeson, W., 1189
 Fleisch, R. F., 1346
 Flynn, V. P., 1076
 Foley, J. P., Jr., 1104, 1110
 Ford, C., 1190
 Foss, C. E., 1074, 1080
 Freeman, E. M., 1347
 Freeman, M. J., 1284
 French, J. R. P., Jr., 1258
 Freud, S., 1158
 Frohling, W. O., 1063
 Gallinek, A., 1191
 Gardner, I. C., 1136
 Garrison, K. C., 1407
 Gates, R. R., 1409
 Gautier, C., 1077
 Gemelli, A., 1137, 1245, 1311
 Geissel, A., 1395, 1409
 Gibson, K. S., 1085
 Gilberson, L. G., 1312
 Glidea, E. F., 1189
 Gitelson, M., 1192
 Glassman, L., 1396
 Goitkin, P. L., 1286
 Golbart, S. N., 1078
 Goldstein, H. H., 1193
 Gollighan, C. L., 1259
 Goller, G., 1397
 Gordon, A., 1194
 Gordon, H. C., 1260
 Gould, J., 1079
 Graf, M., 1033
 Grana, P. C., 1201
 Granath, L. P., 1082
 Granville, W., 1080
 Greenwood, J. A., 1159
 Guilford, J. P., 1034
 Guthrie, E. R., 1111
 Haftter, C., 1377
 Hall, J. K., 1195
 Haller, B. L., 1196
 Halloran, R. D., 1197, 1198
 Hardy, J. D., 1082
 Harper, B. P., 1348
 Harrell, T. W., 1305
 Harris, W. E., 1199
 Harrison, R., 1239
 Harsh, C. M., 1333
 Hartson, L. D., 1349
 Hauptmann, A., 1200
 Heard, G., 1160
 Hecker, A. O., 1201
 Henderson, D. K., 1202
 Henderson, E. H., 1261
 Herbert, E., 1334
 Herbolsheimer, A. J., 1081
 Herget, C. M., 1082
 Hertz, M. R., 1398
 Hewson, J. C., 1112
 Hill, W. H., 1045
 Hoagland, H., 1083
 Hoedemaker, E. D., 1203
 Holleran, E. A., 1399
 Holt, E. B., 1035, 1045
 Honigmann, H., 1113
 Hopkins, P., 1240
 Hough, R. B., Jr., 1317
 Huxley, J. S., 1036
 Hyde, R. W., 1174
 Ikemune, I., 1138
 Ilg, F. L., 1395
 Irwin, F. W., 1139
 Jenkins, R. L., 1287
 Jensen, K., 1407
 Johnson, K. C., Jr., 1288
 Johnson, P. O., 1347
 Johnson, W., 1400
 Jones, F. P., 1037
 Jones, H. E., 1149
 Jurgensen, C. E., 1350
 Kanner, L., 1204
 Kantor, J. R., 1038, 1045
 Kappauf, W. E., 1114
 Karlin, J. H., 1084
 Karp, M., 1351
 Karpovich, P. V., 1140
 Kasanin, J., 1205
 Katona, G., 1115
 Katz, G. H., 1352
 Kelly, K. L., 1085
 Kemp, E. H., 1086
 Kempf, E. J., 1262
 Kennedy, F., 1206
 Kent, G. H., 1378
 Kimmina, C. W., 1401
 Kino, F. F., 1141
 Kirkendall, L. A., 1353
 Kleemeier, R. W., 1116
 Klugman, S. F., 1354
 Knecht, S., 1087
 Kranz, J., 1313
 Krone, L. F., 1325
 Krout, M. H., 1207
 La Croce, C. W., Jr., 1355
 Lagrula, J., 1088
 Laird, D. A., 1314
 Laird, E. C., 1314
 Lambuschini, C., 1208
 Lamson, E. E., 1356
 Learned, J., 1395
 Leavitt, F. R., 1402
 Leopold, S., 1209
 Lerner, E., 1263
 Lease, E. G., 1403
 Ligon, E. M., 1357
 Lindner, R. M., 1210
 Littlefield, I. K., 1404
 Locke, B., 1289
 Locke, N., 1358
 Loken, R. D., 1307
 Lorge, I., 1117
 Lorr, M., 1379
 Lovegren, L. A., 1339
 Lowe, V., 1045
 Löwenbach, H., 1122
 Lubin, A., 1027
 Lucena, J., 1290
 Luker, L. J., 1339
 Lyman, E. W., 1045
 Lyons, T. C., 1034
 Lytle, V., 1291
 M—, J., 1315
 Maaske, R. S., 1340
 MacAdam, D. L., 1089
 Maeder, L. M. A., 1161
 Maier, N. R. F., 1224, 1264
 Makarov, P. O., 1090
 Mann, I. L., 1405
 Manoil, C. M., 1359
 Marsh, C. J., 1360
 Martin, A. R., 1265
 Martinez, A., 1211
 Maslov, A., 1142
 Maxfield, F. N., 1409
 Mayo, G. D., 1251
 McCullough, C. M., 1341
 McDaniel, H. B., 1361
 McGhee, W., 1039
 McGregor, J. S., 1053
 McGuire, F. F., 1188
 Meier, N. C., 1091
 Meister, R. K., 1379
 Menninger, K. A., 1316
 Menzies, R., 1266
 Merrill, R. A., 1342
 Metzger, A., 1045
 Miller, D., 1045
 Minium, E., 1123
 Mire y López, E., 1212
 Montgomery, C., 1118
 Moore, M., 1213
 Moore, N. P., 1214
 Moos, M. C., 1282
 Morgan, C. T., 1079
 Morgan, J. J. B., 1292
 Morris, C. W., 1045
 Moura, J., 1215
 Mullens, F. A., 1320
 Mullins, G. W., 1362
 Murphy, G., 1040
 Murphy, L. B., 1406
 Musselman, J. W., 1363
 Nahm, M. C., 1031
 Newman, H. H., 1136
 Newman, H. W., 1143
 Nickerson, D., 1066, 1080, 1085
 Niimoto, K., 1054
 Nissen, H. W., 1119
 Norton, H. M., 1293
 Oberheim, G. M., 1364
 O'Brien, J. J., 1334
 Office of Opinion Research, 1267
 Ojemann, R. H., 1407
 Orlando, R., 1216
 Page, L. G. M., 1217
 Pakenham-Walsh, H., 1409
 Paysé, C., 1218
 Pearson, G. H. J., 1219, 1268
 Pennington, L. A., 1070, 1317
 Perry, J. W., 1093
 Perry, R. B., 1045
 Pestreco, K., 1140
 Petrie, A. A. W., 1220
 Philbrick, F. A., 1365
 Pitts, W., 1055
 Plesset, M. R., 1201
 Ponzo, M., 1137
 Powell, N. J., 1318
 Preston, M. G., 1269
 Primoff, E. S., 1041
 Quereau, J. V. D., 1144
 Ramirez, F., 1094
 Rand, G., 1075
 Ranson, S. W., 1056
 Rapaport, D., 1163
 Rapoport, J., 1221
 Rashevsky, N., 1095, 1270
 Reckless, W. C., 1294
 Reichard, J. D., 1241
 Reitman, F., 1295
 Remmers, H. H., 1366
 Resek, F., 1414
 Rethlinghauser, D., 1145
 Rhine, J. B., 1166
 Rice, O. R., 1222
 Richards, T. W., 1242
 Richter, C. P., 1096
 Martinez, A., 1211
 Maslov, A., 1142
 Maxfield, F. N., 1409
 Mayo, G. D., 1251
 McCullough, C. M., 1341
 McDaniel, H. B., 1361
 McGhee, W., 1039
 McGregor, J. S., 1053
 McGuire, F. F., 1188
 Meier, N. C., 1091
 Meister, R. K., 1379
 Menninger, K. A., 1316
 Menzies, R., 1266
 Merrill, R. A., 1342
 Metzger, A., 1045
 Miller, D., 1045
 Minium, E., 1123
 Schoen, F., 1147
 Montgomery, C., 1118
 Moore, M., 1213
 Moore, N. P., 1214
 Moos, M. C., 1282
 Morgan, C. T., 1079
 Morgan, J. J. B., 1292
 Morris, C. W., 1045
 Moura, J., 1215
 Mullens, F. A., 1320
 Mullins, G. W., 1362
 Murphy, G., 1040
 Murphy, L. B., 1406
 Musselman, J. W., 1363
 Naggs, E. B., 1244
 Sloane, P., 1227
 Smith, G. M., 1097
 Smith, J. S., 1272
 Smith, Mapheus, 1273
 Smith, M. E., 1369
 Spencer, D. E., 1099
 Stanbrook, E. J., 1122
 Steel, E. H., 1296
 Stewart, J. R., 1370
 Stiglitz, H., 1334
 Stonesifer, E. S., 1410
 Straus, E., 1228
 Strickler, K. R., 1411
 Studinitz, G. v., 1100
 Sumner, F. C., 1043
 Sutherland, G. F., 1188
 Symonds, P. M., 1044
 Taliman, F. F., 1412
 Taylor, C. C., 1072
 Taylor, K. V. F., 1371
 Thomas, L. G., 1381
 Thomson, K. F., 1032
 Thorpe, F. T., 1141
 Throckmorton, T. P., 1229
 Thurlow, W. R., 1067
 Tinkelman, S., 1318
 Tolman, E. C., 1123
 Torres Quiroga, R., 1321
 Tranque García, F., 1245
 Traversa, R. M. W., 1274
 Triggy, F. O., 1372
 Trovillo, P. V., 1297
 Turner, W. J., 1230
 Ulman, R. R., 1246
 Utter, H. E., 1413
 Vaghí Mosquera, D., 1182
 [Various], 1045, 1046
 Voelker, C. H., 1231
 Waite, W. H., 1151
 Walker, K. F., 1047
 Wallin, J. E. W., 1373
 Walsh, M. N., 1322
 Ward, W. E., 1374
 Wasserman, U., 1414
 Wechsler, I. S., 1065
 Wegrocki, H. J., 1232
 Weiss, B. P., 1233
 Weiss, E., 1165
 Weiss, P., 1152
 Weiss, S., 1153
 Wells, C., 1185
 Wheeler, L. R., 1275
 White, L. A., 1124
 White, M. S., 1323
 Wiggers, C. J., 1324
 Wilkin, H. A., 1126
 Williams, D., 1276
 Williams, D. C., 1045
 Williams, S. B., 1125
 Williamson, E. G., 1375
 Windle, W. F., 1135
 Wittels, F., 1298
 Wolfe, B. M., 1415
 Wood, M. L., 1234
 Wood, R. G., 1376
 Woodruff, J. L., 1166
 Woodworth, R. S., 1048
 Yakovlev, P. I., 1197, 1198
 Varbrough, M., 1071
 Young, F. M., 1277
 Zener, K., 1118
 Zingg, R. M., 1409
 Zucker, H., 1299
 Zurukoglu, S., 1235

Psychological Abstracts

VOLUME 17

NUMBER 4

APRIL 1943

GENERAL

(incl. Statistics)

1022. Anokhin, P. K. [The problem of I. P. Pavlov's heritage and foreign neurology.] *Arkh. biol. Nauk*, 1940, 57, 79-109.—This paper is part of a polemic between Anokhin and Palatnik, based upon Anokin's speech at the 1936 congress of physiologists in Moscow, dedicated to the memory of Pavlov. The author attempts to show the significance of analysis and synthesis in the development of the study of the conditioned reflex. His conclusion that there is a need for developing a physiological methodology which would lead to a more systematic presentation of nervous behavior than reflexology has done, met with a challenging paper by Palatnik. The author refutes Palatnik's criticisms and charges him with a superficial grasp of dialectical materialism. A critical discussion of reflexology and Gestalt psychology is presented, as well as the problem of whole vs. part in considering the facts of neurophysiology. The contributions of Coghill, Lashley, and Bancroft are discussed from the dialectical point of view. The value of labeling foreign neurologists, specifically Coghill, as idealists is questioned, and the need for experimental proof prior to drawing any conclusions as to the incorrectness of any scientific contention is insisted upon. The importance of evaluating all facts in the light of Soviet scientific progress as a whole is emphasized.—R. R. Hilkewitch (Institute for Juvenile Research).

1023. [Anon.] Dr. W. C. Allee. *Sci. Mon.*, N. Y., 1943, 56, 88.—Portrait.—E. Girden (Brooklyn).

1024. [Anon.] Dr. Henry E. Garrett. *Sci. Mon.*, N. Y., 1943, 56, 89.—Portrait.—E. Girden (Brooklyn).

1025. [Anon.] Dr. Harold Hotelling. *Sci. Mon.*, N. Y., 1943, 56, 89.—Portrait.—E. Girden (Brooklyn).

1026. Baier, D. E. Psychologists and the Army Specialist Corps. *Psychol. Bull.*, 1942, 39, 867-870.—F. McKinney (Missouri).

1027. Bloom, B. S., & Lubin, A. Use of the test scoring machine and the graphic item-counter for statistical work. *Psychometrika*, 1942, 7, 233-241.—The graphic item-counter is described, and its use as a statistical device is explained. Procedures are presented for obtaining Pearson product-moment correlations by means of the graphic item-counter.—(Courtesy *Psychometrika*).

1028. Brett, G. S. The psychology of William James in relation to philosophy. In [Various], *In commemoration of William James 1842-1942*. New

York: Columbia University Press, 1942. Pp. 81-94.—The psychological background of the philosophical opinions of James is most conspicuous in the case of the problems of knowledge and of conduct. James disposes of Hume's empiricism not by rejecting it but by perfecting it—by including among immediate feelings not only sensations, but also feelings of relations. James' statement that we have capacities that have not "entered the mind" but "got surreptitiously born in the house" refers to such functions as comparison, judging, predication, subsuming, which, in that sense, are innate, or a priori. James takes the problem of the nature of reality to be "What mental state is indicated by judgments of the form 'This is real'?" He answers by saying that we call those appearances real which are interesting and important. This implies, for James, that there is not one real world, but many, "coexistent and overlapping, each one centered about an individual will and constructed out of such materials as the individual chooses to appropriate for his own use." James' treatment of will, his attention to hypnosis and psychopathology, and his attitude towards religious experience, also had bearings on his philosophical views.—C. J. Ducasse (Brown).

1029. Britt, S. H. Occupational deferment of psychologists and psychologists in training. *Psychol. Bull.*, 1942, 39, 873-879.—This is an outline of the steps to be taken in the case of claims for occupational deferment of psychologists and psychology students. The roles that the National Roster of Scientific and Specialized Personnel and the Office of Psychological Personnel may play are stated.—F. McKinney (Missouri).

1030. Butler, J. M. A ratio for estimating the reliability of test scores. *J. educ. Psychol.*, 1942, 33, 391-395.—Baxter and Patterson have proposed that the standard error of measurement attains maximum significance when it is related to the variability of the norm group. A ratio is here presented which yields approximately the same information as the Baxter-Patterson ratio but which is believed to be more accurate and more amenable to statistical treatment. It is superior to the reliability coefficient when one is interested in interpreting individual test scores and when one compares samples with differing ranges of talent. It has the advantage of equality of units throughout the range of variation.—D. G. Ryans (Cooperative Test Service).

1031. Clarke, F. P., & Nahm, M. C. [Eds.] Philosophical essays in honor of Edgar Arthur Singer, Jr. Philadelphia: University Pennsylvania Press, 1942. Pp. x + 377. \$3.50.—The essays in this volume have been prepared mostly by students of Singer, following the general divisions of his

philosophy. These divisions are: methodology and science, ethics and religion, aesthetics, and history. A bibliography of the writings of E. A. Singer is appended. (See 17: 1103, 1111, 1139, 1269, 1271, 1280.)—T. G. Andrews (Barnard).

1032. Edgerton, H. A., & Thomson, K. F. Test scores examined with the Lexis Ratio. *Psychometrika*, 1942, 7, 281-288.—The Lexis Ratio is discussed in its application to distributions of test scores where the items of the test can be assumed to be of equal difficulty. The ratio indicates the extent to which inter-individual variation operates as a source of the variance. The concept is related to the Lexis, Bernoulli, and Poisson distributions and illustrated by urn schemata. The ratio is applied to the scores of 560 university freshmen on the *Robinson Reading Test*. The relation of the Lexis Ratio to the Kuder-Richardson estimation of reliability is also discussed, and the latter authors' case IV is re-written explicitly in terms of the ratio.—(Courtesy *Psychometrika*).

1033. Graf, M. Reminiscences of Professor Sigmund Freud. *Psychoanal. Quart.*, 1942, 11, 465-476.—The author in presenting for publication Freud's article "Psychopathological personages on the stage," originally written in 1904 and never previously published (see 17: 1158), offers a series of reminiscences of his contacts and experiences with Freud.—M. H. Erickson (Eloise Hospital).

1034. Guilford, J. P., & Lyons, T. C. On determining the reliability and significance of a tetrachoric coefficient of correlation. *Psychometrika*, 1942, 7, 243-249.—In this note are presented facilitating tables for the estimation of the standard error of a tetrachoric r and also tables providing significant and very significant tetrachoric coefficients for various sizes of samples and various combinations of proportions in the dichotomized distributions.—(Courtesy *Psychometrika*).

1035. Holt, E. B. William James as psychologist. In [Various]. *In commemoration of William James 1842-1942*. New York: Columbia University Press, 1942. Pp. 34-47.—There is in psychology one outstanding contradiction, viz. that the mind seems to be dependent on the body, while the mind also seems to be independent of the body. This is the mind-body problem, the problem of knowledge, and many others as well. Holt traces the evolution of James' attempt to solve this contradiction, beginning with his repudiation of the soul, then of consciousness, while preserving pure experience; and then pluralizing even this into the variety of "just what appears, of space, of intensity, of flatness, brownness, heaviness, or what not." Holt then mentions a number of observations by James which must be incorporated in any responsible psychology of the future, e.g. that "thoughts in the concrete are made of the same stuff as things are," that our feeling of spiritual activity is perhaps a feeling of bodily activities, that the same component sometimes is classed as objective and sometimes as subjective, that concepts distort and falsify our appre-

hension of reality. James never gave his formal sanction to "the materialistic hypothesis."—C. J. Ducasse (Brown).

1036. Huxley, J. S. The biologist looks at man. *Fortune*, 1942, 26, No. 6, 139-152.—The arguments of Hocking, Sperry, Montague, and Maritain—that religion and science are separate realms complementing one another—are attacked. A scientific philosophy of man is substituted for such duality. Lifeless matter has a mental aspect as well as living things, but in lifeless organizations it is poorly developed, while in humans the mental aspect is most measurable. The argument that science is not sufficient to man's needs is refuted, since it implies only the need of more science. Freudian concepts are used to show how ethical concepts are endowed with their absolutism, while science dictates that such rules for progress be relative. Existing ethics is compensatory: giving certainty where there is none, a promise of a great future in the after-life, when the miseries necessitating this compensation are man's responsibilities.—R. L. Solomon (Brown).

1037. Jones, F. P. The work of F. M. Alexander as an introduction to Dewey's philosophy of education. *Sch. & Soc.*, 1943, 57, 1-4.—Dewey in 1916 found in the theories and practices of the Alexanders a technique which he mastered and which became basic in his approach to the mind-body relationship. Alexander's principle, not unlike that of Magnus, is that the human organism functioning as a whole is in a state of muscular equilibrium dependent on tonic neck reflexes. Inhibition of the habitual response makes possible "the postponement of immediate action upon desire until observation and judgment have intervened," which Dewey called "the crucial educational problem." Dewey's point of view and hope for man's future greatness would be more intelligible if the technique upon which he relied were understood.—M. Lee (Chicago, Ill.).

1038. Kantor, J. R. Jamesian psychology and the stream of psychological thought. In [Various]. *In commemoration of William James 1842-1942*. New York: Columbia University Press, 1942. Pp. 143-156.—Kantor examines and evaluates James' contribution to our understanding of psychology by viewing James' system "as one of the substantive phases in the ebb and flow of psychological theory." James attempts to make of psychology a natural science, by conceiving all psychic processes—not only sensation and perception but also memory, imagination, will, emotion—as integrated with and dependent on biological processes. He conceives mind functionally and thus as efficacious in the life of individuals. His functionalism is the parent of behaviorism. Still, his psychology is a failure because he retains the belief that psychology is concerned with psychic processes. The dualism of mind and body is a basic characteristic of the cultural matrix in which James' psychology developed; and this matrix still influences psychology to-day. It creates insoluble problems. These problems are avoidable, Kantor believes, only by

discarding that dualistic matrix and erecting psychology on the conception of an interbehavioral field, such as the one he has himself elaborated elsewhere and here only adumbrates.—C. J. Ducasse (Brown).

1039. McGehee, W. Opportunities for psychologists in North Carolina. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 214.—Abstract.

1040. Murphy, G. Some suggestions for psychologists. *Psychol. Bull.*, 1942, 39, 871-872.—Psychologists not in the armed forces or government service may contribute to the war effort by: (1) war research carried on privately in universities, colleges, and clinics; (2) facilitation of government public opinion services through private polling groups; (3) participation in campus war activities; (4) psychological services to social agencies which are in desperate need of professional aid; (5) studies of attitudes toward the postwar world.—F. McKinney (Missouri).

1041. Primoff, E. S. Correlations and factor analysis of the abilities of the single individual. *J. gen. Psychol.*, 1943, 28, 121-132.—"A particular test often represents different abilities to different individuals. The correlation coefficient which describes an ability-relationship for a group rarely describes the relationship for each person." Equations are given by which it is possible "to find correlations representing relationships among the abilities of the single individual." In one case, intercorrelations were found among 7 variables and were factor analyzed. "Two independent factors . . . [were] extracted . . . , a factor S.T., largely affected by school-training, and a factor E, apparently affected by incidental environment." The equations derived were (1) "for r , in terms of the mean percentage of differential shift in score from one test to another of all individuals, related to range of test" and (2) one "giving mean of distribution of shifts which is typical for a single person." There is a discussion of the values of individual correlation and factor analysis.—C. N. Cofer (George Washington).

1042. Seashore, C. E. Pioneering in psychology. *Univ. Ia Stud. Aims Progr. Res.*, 1942, No. 70. Pp. vi + 232.—This volume describes the psychological frontiers in which Iowa has pioneered under the personal leadership of the author, who was for many years head of the department of psychology and dean of the graduate college at the State University of Iowa. It covers the period 1897-1937, indicating throughout the origins of significant movements in the field of psychology at Iowa. The founding of the psychological laboratory and the general lines of its development are described. In addition, there are chapters on the building of instruments, the acoustical laboratory, psychology in music, speech, education, and the fine arts, clinical psychology and psychiatry, differential psychology and genetic psychology.—B. Wellman (Iowa).

1043. Sumner, F. C., & Dehaney, K. G. Size and placement of intervals as influencing a Pearson product-moment correlation coefficient obtained by

the scatter-diagram procedure. *J. Psychol.*, 1943, 15, 27-30.—The Pearson product-moment correlation coefficient was computed by the scatter-diagram procedure between the averages for the first 10 test grades of 100 students in beginning psychology and the final averages of these same students for the 40 test grades of the semester course. Assumed mean interval, interval size, and interval placement were varied independently. The size of the correlation was not affected by variation of the assumed mean interval. The size of the interval influenced the size of the correlation coefficient, with variations much larger than chance would allow. Interval placement influenced the size of the correlation to a lesser degree, with all variations covered by the probable error.—R. B. Ammons (San Diego).

1044. Symonds, P. M. Rudolf Pintner, 1884-1942. *Teach. Coll. Rec.*, 1942, 44, 204-211.—The work and writings of Pintner are reviewed. A selected bibliography of his writings includes 94 titles.—L. Birdsall (College Entrance Examination Board).

1045. [Various.] In commemoration of William James 1842-1942. New York: Columbia University Press, 1942. Pp. xii + 234. \$2.75.—This book consists of memorial papers by 16 authors, read on several occasions and dealing with the character of William James and with various aspects of his thought. Dickinson Miller's paper develops the implications of James' chapter on "the mind stuff theory"; E. B. Holt's, deals with James' views on the relation between body and mind (see 17: 1035); Dewey's, chiefly with the new conception of experience initiated by James; J. S. Bixler's, points out certain respects in which James' philosophy seems to overreach its own self-imposed restrictions; R. B. Perry's, deals with what would have been James' position on some issues of today; Brett's, with the psychological background of James' philosophical opinions (see 17: 1028); D. C. Williams', with James' theory of knowledge; H. W. Schneider's, with James' moral philosophy; J. R. Kantor's, with James' attempt to make psychology a natural science (see 17: 1038); V. Lowe's, with James' pluralism; C. W. Morris', with the bearings of the theory of signs on some of the difficulties with which James labored. E. W. Lyman's chapter is largely biographical. A. Metzger describes the impressions made by James' writings on a European now here, newly acquainted with them; and W. H. Hill argues that not Charles Peirce but James is the true founder of pragmatism.—C. J. Ducasse (Brown).

1046. [Various.] William James; the man and the thinker. Madison, Wis.: University Wisconsin Press, 1942. Pp. 147. \$2.00.—This is a collection of addresses delivered at the University of Wisconsin in celebration of the centenary of the birth of William James. The essays are on: William James and Wisconsin, the distinctive philosophy of James, James the man and philosopher, James and psychoanalysis (see 17: 1155), introductory remarks at the

centenary dinner, James and the world today, James in the American tradition, and James as religious thinker.—*T. G. Andrews* (Barnard).

1047. **Walker, K. F.** The nature and explanation of behavior. *Psychol. Rev.*, 1942, 49, 569-585.—As opposed to the two conceptions of behavior most widely accepted by psychologists, i.e. as either the organism's bodily movements or the effects of those movements, this article argues that behavior consists of changes in the relationship between the organism and an unlimited number of contexts. The attempt to explain events in one context by referring them to a different context, as, for example, reducing psychological explanations to physiological, is useless. The implication for a theory of motives is that there is no point in drawing up a list of basic drives, since these are only limited contexts. The problem for psychologists is to develop concepts which picture organism and environment united in a single event, and account for the changes in behavior with shifts of context.—*A. G. Bills* (Cincinnati).

1048. **Woodworth, R. S. Raymond Dodge, 1871-1942.** *Psychol. Rev.*, 1942, 49, 395-402.—Obituary and portrait.—*A. G. Bills* (Cincinnati).

[See also abstracts 1063, 1091, 1155, 1159, 1167, 1270.]

NERVOUS SYSTEM

1049. **Bailey, P., & Davis, E. W.** Effects of lesions of the periaqueductal gray matter in the cat. *Proc. Soc. exp. Biol., N. Y.*, 1942, 51, 305-306.—After developing an electrode that could be inserted into the periaqueductal gray matter of cats by an opening in the occipitoatlantoid ligament through the fourth ventricle, the effects of lesions in this area were demonstrated. The mere insertion of the electrode left behavior unchanged. If the lesion was outside the aqueductal gray matter, only alterations in motor performance were noted. Following slight lesion in this region, the cats became very wild, neglecting objects in the environment and acting "as though they saw imaginary menaces." If the lesion was more destructive, this phase was transitory and passed into a state of inert flaccidity in which animals showed no interest in food, no spontaneous activity. There was on occasion some revival of movement after a few days with slow walking on stimulation and placing reactions.—*H. Peak* (Randolph-Macon).

1050. **Bailey, P., & Davis, E. W.** The syndrome of obstinate progression in the cat. *Proc. Soc. exp. Biol., N. Y.*, 1942, 51, 307.—Lesions of the nucleus interpeduncularis and adjacent areas in cats were made with the Horsley-Clarke apparatus. As soon as the cats recovered from anesthetic, they began to progress obstinately forward making a peculiar low cry, turning aside for no obstacle. This continued until the obstacle gave way or until the animal fell, thus getting started in another direction.

There was no attention to the environment.—*H. Peak* (Randolph-Macon).

1051. **Bülbbring, E., & Burn, J. H.** An action of adrenaline on transmission in sympathetic ganglia, which may play a part in shock. *J. Physiol.*, 1942, 101, 289-303.—Continuing their experiments (see 16: 1791; 17: 92), the authors demonstrate that small amounts of adrenaline augment transmission of impulses in sympathetic ganglia and large amounts depress it. The experimental evidence is: The reaction occurs in dogs in which the ganglia are perfused by one circulation, and the responding organ (blood vessels) by another. In atropinized spinal cats, adrenaline affects the ganglionic action of acetylcholine, the pressor effect of which is increased by small doses and depressed by large doses of adrenaline. When adrenaline is infused at a constant rate into a spinal cat, the pressor response to splanchnic stimulation is increased. Single large doses, however, decrease the response. This depressant action, which may be permanent and is accompanied by a fall in general blood pressure, is discussed in its possible relation to shock. The depression of ganglionic transmission by adrenaline may be a protective mechanism whereby excessive sympathetic activity is regulated. The ganglionic reactions are the same as those previously found at spinal synapses and the neuromuscular junction in skeletal muscle.—*M. E. Morse* (Baltimore, Md.).

1052. **Burrow, T.** Preliminary report of electroencephalographic recordings in relation to behavior modifications. *J. Psychol.*, 1943, 15, 109-114.—In seeking "to establish evidence of a biological norm that primarily governs the reactions of man," the author's "interest centered specifically upon the physiological reactions associated with the process of attention." He considers contention to be the organism's primary or total balance of function, as opposed to ditention, the secondary affective deviations of behavior attaching to the symbolic function. Contention was produced by inducing a kinesthetic awareness of the eyes through the consistent maintenance of balance in oculomotor tensions. Electroencephalographic records from three subjects showed a drop in energy output in the 2-40 frequency range, and a much more pronounced drop in the 8-12 or alpha range, which drop was most marked in the motor regions. Bilateral differences not found in ditention were often found in contention. Controlled experiments showed the above changes to be specific to contention and not found under other psychological conditions.—*R. B. Ammons* (San Diego).

1053. **McGregor, J. S., & Crumbie, J. R.** Pre-frontal leucotomy. *J. ment. Sci.*, 1942, 88, 534-540.—A general discussion of the physiology of the frontal lobes and the technique and effects of the operation.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1054. **Nishimoto, K.** Eine vergleichende Studie über die Dichtigkeit der nervösen Versorgung in den verschiedenen Hautgebieten. (A comparative study on the density of nerve supply in the various regions

of the skin.) *Jap. J. med. Sci.*, 1939, 7, 173-192.—See *Biol. Abstr.* 17: 1590.

1055. Pitts, W. The linear theory of neuron networks: the static problem. *Bull. math. Biophys.*, 1942, 4, 169-175.—The construction of a theory of activity in neuron networks of arbitrary topological structure is commenced under the linear excitation hypothesis: we consider conditions for possible steady-state equilibria, deferring a dynamical treatment to the sequel.—(Courtesy *Bull. math. Biophys.*).

1056. Ranson, S. W. The anatomy of the nervous system from the standpoint of development and function. (7th ed.) Philadelphia: Saunders, 1943. Pp. 520. \$6.50.—This revised edition was prepared by the author before his death. Revisions are mainly rearrangements, with only a few additions. The chapter on the sympathetic nervous system is reorganized, in some places rewritten, and placed after that on the spinal nerves. The illustrations of the sheep's brain have been collected from the text and placed at the end of the division on brain sections. The discussion of the thalamic nuclei has been rewritten and improved by an outline of Walker's classification. References to some of the new research are made throughout the text. The book is slightly lengthened by 26 new illustrations and 3 more pages of bibliography. (See also 13: 4490.)—S. B. Williams (Brown).

1057. Rosenblueth, A. Stimulation of nerves by direct currents. *Amer. J. Physiol.*, 1941, 132, 99-118.—"The responses of circulated cat's motor nerves to ascending or descending direct currents (d.c.) of variable voltage . . . suggest that stimulation may occur not only at the cathode at make and the anode at break, but also in the reversed relation." Observations made on excised nerves substantiate the same conclusion. Prolonged application of d.c. results in repetitive responses from nerves if the voltage is 1.5-3 times the rheobase. The frequency of such repetitive impulses increases with voltage.—R. L. Solomon (Brown).

1058. Rosenblueth, A. The stimulation of myelinated axons by nerve impulses in adjacent myelinated axons. *Amer. J. Physiol.*, 1941, 132, 119-128.—"When the excitability of cat's myelinated axons is sufficiently increased at any region by applications of direct current, nerve impulses carried by some fibers stimulate the adjacent fibers." The bearing of these findings upon the problem of synaptic transmission is discussed.—R. L. Solomon (Brown).

1059. Schwab, R. S. The clinical application of electroencephalography. *Med. Clin. N. Amer.*, 1941, 25, 1477-1489.—Schwab summarizes the applications of EEG as follows: It is extremely valuable in the diagnosis of epileptics (although it must be correlated with the history and symptomatology) and in following their therapy. It may differentiate abnormal behavior or psychosis of structural origin from purely psychogenic disorders. It aids in localization of various intracranial lesions, and gives

important data in examination of aviators and drivers of motor vehicles. A new field is its usefulness in physiological research on the cortex as an indicator of the level of consciousness.—M. E. Morse (Baltimore, Md.).

[See also abstracts 1061, 1065, 1090, 1121, 1129.]

RECEPTIVE AND PERCEPTUAL PROCESSES

1060. Adams, E. Q. Chromaticity discrimination. *J. opt. Soc. Amer.*, 1942, 32, 744-745.—Abstract.

1061. Allen, W. F. Effect of ablating the pyriform-amygdaloid areas and hippocampi on positive and negative olfactory conditioned reflexes and on conditioned olfactory differentiation. *Amer. J. Physiol.*, 1941, 132, 81-92.—Four tests were made after, and before and after temporal lobe lesions were performed on dogs: (1) conditioning foreleg reflex to clove vapor, (2) transference of this reflex from one foreleg to the other, (3) establishment of a negative conditioned reflex for asafetida and conditioned differentiation, and (4) differentiation by smell of food from no food. Unilateral extirpation of the pyriform-amygdaloid areas produced little or no effect on these 4 responses. Bilateral extirpation abolished the third, but none of the others. No effect on taste responses was noted.—R. L. Solomon (Brown).

1062. American Standards Association. Specification and description of color: American war standard. *Psychol. Bull.*, 1942, 39, 861-864.—This article recommends a basic method for the specification of color and the facilitation of its popular interpretation. Color specifications computed from spectrophotometric data shall be found by means of the standard observer and coordinate system adopted in 1931 by the International Commission on Illumination. For the popular identification of color, material standards may be used. The only system of material standards that has been calibrated in terms of the basic specifications is represented by the 1929 edition of the Munsell Book of Color.—F. McKinney (Missouri).

1063. Aring, C. D., & Frohring, W. O. Apparatus and technique for measurement of vibratory threshold and of vibratory adaptation curve. *J. Lab. clin. Med.*, 1942, 28, 204-207.—An improved instrument for quantitative measurement of the threshold of vibratory appreciation is described. In normal subjects, return to the control threshold takes place within several minutes. Patients with various neurological diseases require much longer.—M. E. Morse (Baltimore, Md.).

1064. Autrum, H. [Sound perception in beast and man—survey.] *Naturwissenschaften*, 1942, 30, 69-85.

1065. Bender, M. B., & Wechsler, I. S. Irregular and multiple homonymous visual field defects. *Arch. Ophthalm.*, Chicago, 1942, 28, 904-912.—Three cases are described, all of whom had multiple

homonymous field defects. The first showed sudden blindness, disorientation, and involuntary weeping, all of which gradually improved, leaving the field defects. Sudden blindness, followed by partial recovery, with hallucinations and persistence of field defects characterized the second case. Loss of the right homonymous fields, apparent flashes of light in those areas, and vertigo, were noted in the third case, in whom field defects also persisted in spite of general improvement. Normal optic nerve heads and retention of pupillary reflexes indicated that the lesions were either in the geniculo-calcarine pathways or in the occipital cortex. The improbability of bilateral involvements arising from lesions in the optic radiation, and the additional evidences of cortical involvement in two of the cases, suggest that the lesions were cortical, with involvement of parts of the calcarine areas.—*M. R. Stoll* (Lowell, Mass.).

1066. Bond, M. E., & Nickerson, D. Color-order systems, Munsell and Ostwald. *J. opt. Soc. Amer.*, 1942, 32, 709-719.—A brief history of each system is presented, together with a description and an evaluation. The Munsell system is more easily identifiable in terms of existing colorimetric concepts, and is generally more easily learned and applied. The Ostwald system possesses certain advantages for the study of color harmony.—*L. A. Riggs* (Brown).

1067. Bray, C. W., & Thurlow, W. R. Temporary deafness in birds. *Auk*, 1942, 59, 379-387.—Ewald's theory that auditory sensitivity is lessened in the capercaillie (a European grouse) during its mating song on account of the wide opening of the mouth was investigated. The electrical responses of the ear were measured in the pigeon before and after various degrees of mouth opening. A decrease in response was observed for all tones from 100 to 10,000 cycles. The reduction in sensitivity increased with the degree of mouth opening, and reached a maximum of about 20 db. The results thus support Ewald's theory, but it is suggested that the principal cause of the impairment is the increase of pressure on the eardrum rather than increase of inner ear pressure.—*E. G. Wever* (Princeton).

1068. Brown, E. V. L. Use-abuse theory of changes in refraction versus biologic theory. *Arch. Ophthal.*, Chicago, 1942, 28, 845-850.—The view that myopia increases because of close work is based mainly upon its known increase during early school years, but if this use-abuse theory were correct, myopia would be expected to increase more markedly in later years. The biologic theory, supported by the obvious inheritance of near-sightedness, is further supported by data on the refractive changes in 1737 cases studied under repeated atropinization. When the changes are plotted by age groups, a smooth curve results, indicating that hyperopia increases from birth to 6 years, then decreases rapidly to 14 years and more gradually to 20 years, after which no marked changes occur. No explanation is proposed.—*M. R. Stoll* (Lowell, Mass.).

1069. Cadan, H. Congenital color blindness. *Med. Rec., N. Y.*, 1943, 156, 21-22.—The author reviews briefly the theories of color vision, stresses the possible significance of vitamins in the formation of normal color vision substances, and then reports upon his empirical method of treating color blindness by the use of vitamins, tincture of iodine, and electrical stimulation. 35 of 45 patients suffering from mild red-green color blindness, previously rejected for military service, were found, after 6-15 treatments, to be able to pass rigid color vision reexaminations. Two others improved slightly, and the remaining 8 discontinued after 1 or 2 treatments. Some of those successfully treated were again examined 6 months later and were found to have retained normal color vision.—*M. H. Erickson* (Eloise Hospital).

1070. Cowles, J. T., & Pennington, L. A. An improved conditioning technique for determining auditory acuity of the rat. *J. Psychol.*, 1943, 15, 41-47.—The animal being conditioned is suspended in a cloth sling in a soundproof box. Shock is administered through electrodes on the rat's tail. Sound comes from an earphone at a constant distance, transmitting relatively pure tones from an audiometer. The technique utilizes the rat's squeak to shock as the response conditioned to tonal stimuli. It is rapidly conditioned, quite stable, and auditory thresholds obtained are highly reliable. Results from using this technique with 15 rats indicate a strong tendency for the rats' auditory threshold to be above that of human beings from 128 to 7,500 cycles, and generally lower for higher frequencies. In addition, there is an apparent diminution of acuity with age, which would make desirable an efficient and relatively rapid method, such as this, for testing auditory acuity.—*R. B. Ammons* (San Diego).

1071. Dann, J., & Yarbrough, M. Some observations on dark adaptation and vitamin A metabolism. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 201.—Abstract.

1072. Dashiell, J. F., & Taylor, C. C. After-imagery of some color-blind observers. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 214.—Abstract.

1073. Dimmick, F. L. The Inter-Society Color Council color aptitude test. *J. opt. Soc. Amer.*, 1942, 32, 745.—Abstract.

1074. Dohner, D. R., & Foss, C. E. Color-mixing systems: color vs. colorant mixture. *J. opt. Soc. Amer.*, 1942, 32, 702-708.—Seeing color is a psychological phenomenon, but one must rely on the instruments and graphical methods developed by the physicist for an understanding of the underlying properties of the stimulus. The ICI color-mixture diagram is a means for recording and predicting color mixtures. This diagram is equally valid for surface colors and aperture colors, since color mixture depends not upon the source but only upon the properties of the stimulating light. The mixture of colorants (paints, dyes, etc.), however, is merely a means for producing a desired color effect. The successful artist acquires his knowledge of colorants

through painstaking experience rather than through the application of any simple rules for mixing pigments.—*L. A. Riggs* (Brown).

1075. Ferree, C. E., & Rand, G. Color and composition of light in relation to the blackout. *J. Aviat. Med.*, 1942, 13, 193-215.—The authors question the correctness of the recent trend toward the use of red light as protective night light. "As to the suitability of blue as a color for nighttime protection, it should be kept in mind that dark blue is the least distinguishable from dark gray and black of any of the shades of color,—red perhaps differs most in quality from black—." The photochromatic interval and relative visual acuity for blue and red at low intensities should be determined, together with their relative visibilities. Data are presented to show that visibility and visual acuity for spectral lights at .3116 and at .075 foot candles are highest in the mid-region of the spectrum. There follows enumeration of the conditions under which comparative studies should be carried out, and description of an instrument, the variable illuminator, for making such measurements.—*C. Pfaffman* (U. S. Naval Reserve).

1076. Flynn, V. P. Clinical test for dark adaptation. *J. Aviat. Med.*, 1942, 13, 216-218.—The apparatus used in the study consists of a rotatable slit test patch (.004 millilamberts) mounted on a heavy pedestal. The subject looks at a bright light for 3 minutes at a distance of 3 feet. "At the end of this period he is immediately placed in a dark room 18 inches from the test light. He is asked to look not directly at the test light but a little above or a little below the light. This point is determined by placing his finger near the base of the pedestal." The average period elapsed before the test light was seen was 60 seconds (500 pilots). 32 cases showed a recovery time as long as 5 minutes; 22 of this group were successfully treated with vitamin A. Some subjects showed a recovery time as low as 15 seconds.—*C. Pfaffman* (U. S. Naval Reserve).

1077. Gautier, C. Sur la physiologie du signe local. (The physiology of the local sign.) *C. R. Acad. Sci., Paris*, 1940, 210, 416-418.—See *Biol. Abstr.* 17: 1276.

1078. Golburst, S. N. [The significance of micro- and macro-intervals between stimulations in investigations of reciprocation between the organs of vision and hearing.] *Arkh. biol. Nauk*, 1940, 60, 24-32.—In the first series of experiments, reciprocation between the organs of vision and audition was studied by the application of two stimuli, separated by microintervals of 0 to 220 milliseconds. It was found that optical sensitivity increases or diminishes according to the microinterval between the stimuli. Change in sensitivity, determined at a certain constant time interval, could also be varied by changing the duration of the optical stimulus. By increasing duration from 2 to 15 milliseconds decline in sensitivity was immediately changed to a rise. In the second series of experiments changes in sensitivity of the dark-adapted eye were observed after pro-

longed acoustic stimulation, macrointervals from 1-2 to 10 and 25 min. Changes were found to be significantly great but unstable. Prolonged durations of optic stimuli were then fairly definitely regarded as more conducive to revealing optimum changes in sensitivity than minimal durations. These experiments confirm Makarov's hypothesis that the time interval following the wave of excitation is an interval of functional changes. English summary.—*R. R. Hilkevitch* (Institute for Juvenile Research).

1079. Gould, J., & Morgan, C. T. Auditory sensitivity in the rat. *J. comp. Psychol.*, 1942, 34, 321-329.—"Eight rats were conditioned to move from one part of a compartment to another whenever an audible tone was presented. Their incentive was to avoid shock. Subsequently, absolute thresholds at 1, 2, 4, 8 and 14 kilocycles per second were obtained. Similar measurements were then made for nine human subjects and the two sets of data compared." The results indicate that the rat's threshold is much higher than man's at 1 kc., and that, as frequency is increased, the differences diminish until approximately equal thresholds are obtained for stimuli of 8 kc. As the frequency is increased above 8 kc., the rat is more sensitive than man, and the difference becomes progressively greater to the highest frequency used in the study (40 kc.). It is concluded that the audiogram of the rat is about 3 or 4 octaves higher than is the audiogram of man, and that this correlates with the frequencies which most often produce audiogenic seizures.—*L. I. O'Kelly* (U. S. Army).

1080. Granville, W., Nickerson, D., & Foss, C. Tri-stimulus specifications for intermediate and special colors of the Munsell system. *J. opt. Soc. Amer.*, 1942, 32, 745-746.—Abstract.

1081. Herbolzheimer, A. J. Color and color perception. *J. Aviat. Med.*, 1942, 13, 201-215.—This is a general discussion of theories of color vision, color defects, and tests of color vision which was presented before the 13th annual meeting of the Aero Medical Association. The Medical Division of the CAA considers the Holmgren yarn test as basic, although the Stilling, American Optical Plates, or Jennings self-recording tests are acceptable. The Williams lantern test is only a supplementary one.—*C. Pfaffman* (U. S. Naval Reserve).

1082. Herget, C. M., Granath, L. P., & Hardy, J. D. Thermal sensation and discrimination in relation to intensity of stimulus. *Amer. J. Physiol.*, 1941, 134, 645-655.—Study of temperature sensation by means of the flicker method produced results in essential agreement with data on direct estimates of sensation. The Weber-Fechner law applied to a limited range of temperatures. The Ferry-Porter law was demonstrated to be a special case of the more generalized Weber-Fechner law. The Weber increment was found either to change with the intensity or to remain constant, depending upon the range of temperatures being used. The increment seemed to indicate the existence of 3 kinds of recep-

tors: warm, pain, and a "C receptor" operating in the transition between warm and pain. The range of intensities from threshold to pain was found to represent about 30 jnd's.—*R. L. Solomon* (Brown).

1083. Hoagland, H. The chemistry of time. *Sci. Mon., N. Y.*, 1943, 56, 56-61.—A series of experiments has shown that subjective sense of time, "other things being equal, acts as if it were directly proportional to the speed of some internal chemical pacemaker." "One can, for all practical purposes, construct a 'time machine,' making possible travel for all living organisms forward into the future, although not backward into the past." The main difficulty apparently with performing such an experiment with a living human being is the fact that minus 270°C, the temperature of liquid helium, is not a great enough drop from 37°C, that of body temperature, to allow vitrification in less than 1 second, a condition necessary for tissue survival. Such experiments, in collaboration with G. Pincus, have been successfully performed upon the human sperm. The revived sperm, after immersion in liquid nitrogen at minus 195°C, "are just as vigorously motile as those untreated, and there is no reason to suppose that their fertilizing powers are impaired." Sperm were also successfully stored in dry ice with no subsequent decline for as long as 125 days. The implications of these results for both human eugenics and animal breeding are discussed.—*E. Girden* (Brooklyn).

1084. Karlin, J. E. A factorial study of auditory function. *Psychometrika*, 1942, 7, 251-279.—Tests of auditory function in the fields of pitch, loudness, quality (timbre), and time, auditory analysis, synthesis, and memory, together with age, intelligence, and four tests of visual memory, were studied factorially. The subjects were 200 high-school students. The intercorrelations were factored to nine factors by a modification of the centroid technique and rotated to an oblique simple structure. No general auditory factor appeared. Instead there appeared group factors tentatively identified as pitch-quality discrimination, loudness discrimination, "auditory integral for perceptual mass," auditory resistance (synthesis and analysis), speed of closure, auditory span formation, memory span (auditory and visual), memory or incidental closure and an unidentifiable residual plane. The average intercorrelation among the primary vectors was low, only one intercorrelation being greater than .34. A number of queries are answered by the interpretation of the results.—(Courtesy *Psychometrika*).

1085. Kelly, K. L., Gibson, K. S., & Nickerson, D. Tri-stimulus specification of the Munsell Book of Color from spectrophotometric measurements. *J. opt. Soc. Amer.*, 1942, 32, 745.—Abstract.

1086. Kemp, E. H. The localization of function in the cochlea as determined by the recording of electrical potentials. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 213.—Abstract.

1087. Knecht, S. Gesang, Gehör und Musikalität der Vögel. (Song, hearing, and musicality of

birds.) *Naturwissenschaften*, 1940, 28, 658-663.—These investigations have been reported in greater detail elsewhere (see 15: 3283).—*H. L. Ansacher* (Brown).

1088. Lagrula, J. Sur l'irradiation visuelle. (On visual irradiation.) *C. R. Acad. Sci., Paris*, 1941, 212, 571-573.

1089. MacAdam, D. L. Specification of small chromaticity differences. *J. opt. Soc. Amer.*, 1943, 33, 18-26.—It is possible to express graphically throughout the ICI chromaticity diagram the experimental and interpolated values for coefficients which describe the ellipses of color matching. It is also possible to convert any given ellipse into the form of a circle by the use of an oblique, rather than a rectangular coordinate system within a restricted chromaticity range.—*L. A. Riggs* (Brown).

1090. Makarov, P. O. [The refractory, exaltation period, summation and sensitization in the optic system in man.] *Arkh. biol. Nauk*, 1940, 60, 10-23.—With the aid of the adaptometer-polychronaximeter, designed by the author, two electrical stimuli (break induction shocks), separated from one another by a definite microinterval, were applied to the dark-adapted human eye. Each stimulus elicited a distinct sensation of phosphene. The effect produced by two supraliminal stimuli separated by given microintervals was compared with that produced by subliminal stimuli with different microintervals between them. It was found that each electrical stimulus applied to the afferent optic system in man elicits in the more excitable components a complete excitation propagating to the nerve centers, and a local excitatory state in the less excited or distant elements, which is strengthened by the subsequent stimulus, applied after a definite interval after the first stimulus. The sensitization phenomena are also apparent upon repeated stimulation of the isolated nerve muscle preparation with a single isolated nerve fiber. The strength-duration curve for adequate optic chronaxie depend on the individuality and age of the subject. English summary.—*R. R. Hilkevitch* (Institute for Juvenile Research).

1091. Meier, N. C. Emotions versus measurement in teaching color. *J. opt. Soc. Amer.*, 1942, 32, 699-702.—The teaching of color should be aided by the use of scientific data. Too great reliance must not be placed on emotional guidance alone. An apparatus is available for presenting pairs of spectral colors in patches of variable size. Using this device, students may compare their own preferences with those of competent artists. A second apparatus provides illumination for objects and settings. Various color combinations may be tried out for the study of object color, color mixture, mood, and organization of the whole composition.—*L. A. Riggs* (Brown).

1092. Merker, E. Die Lichtempfindlichkeit und der Lichtsinn der Tiere. (Light sensitivity and light sense in animals.) *Naturwissenschaften*, 1940,

28, 623-628.—A distinction is made between light sensitivity and light sense. "Light sensitivity of an animal body is based on the vulnerability of all its cells through light." Light sense, usually through the eyes, enables the animal to take a positive stand toward light. The relationship between these two phenomena is discussed. In the latter, certain biological substances (visual purple) are available which perform a well-ordered cycle. In the former, only non-recurrent processes are found, and short as well as long waves may exert their destructive influence. Examples are given from the literature and some 50 references listed.—*H. L. Ansbacher* (Brown).

1093. Perry, J. W. Colour, its measurement, discrimination and specification. *Proc. phys. Soc. Lond.*, 1941, 53, 272-287.—See *Biol. Abstr.* 17: 1283.

1094. Ramirez, F. El ojo y la aviación. (The eye and aviation.) *Rev. milit., La Paz*, 1942, 6, 741-746.

1095. Rashevsky, N. Some problems in mathematical biophysics of visual perception and aesthetics. *Bull. math. Biophys.*, 1942, 4, 177-191.—The paper outlines a further extension of a previous theory. It discusses perception of straight lines, perception of length, perception of intersections, disconnected contours; effects of associations; breaking up of a pattern into parts; some suggestions for experimental procedures.—(Courtesy *Bull. math. Biophys.*).

1096. Richter, C. P., & Clisby, K. H. Phenylthiocarbamide taste thresholds of rats and human beings. *Amer. J. Physiol.*, 1941, 134, 157-164.—For 47 rats taste thresholds ranged from .00005 to .02% with maximum at .0003%. For humans, taste thresholds (261 subjects) ranged from .000005 to .1%, with maximum at .0003%. The concentration at which 95.5% of the rats refused the phenylthiocarbamide solution was below a lethal dose. However, when the solution was mixed with regular food, the rats ate enough to kill themselves.—*R. L. Solomon* (Brown).

1097. Seitz, C. P., & Smith, G. M. Auditory sensitivity under conditions of anoxia: a study of speech intelligibility. *J. aero. Sci.*, 1942, 9, 478-480.—Test materials consisted of recordings of monosyllabic words, single words, groups of 2, 3, and 4 words, numbers in groups of 4. Tests were given, under conditions of quiet and with background noise, to 16 college students in an oxygen chamber in which the amount of oxygen and pressure could be controlled. Results showed an average increase of 24% in errors of comprehension from sea level to high altitude conditions. Consonants were less intelligible than vowels at high altitudes. Numbers were only slightly less intelligible at high altitudes than at sea level.—*C. V. Hudgins* (Clarke School).

1098. Silberstein, L. Investigations on the intrinsic properties of the color domain. II. *J. opt. Soc. Amer.*, 1943, 33, 1-10.—The recent work of D. L. MacAdam, involving many thousand color

matchings, has resulted in 25 closed curves representing the locus of colors at a just perceptible chromaticity difference (see 16: 3470). Each curve is in the shape of an ellipse on the conventional color diagram. It can be shown mathematically that the "true color surface" is not a plane, however, but an irregularly curved surface whose curvature varies from point to point over the area included in the color diagram. Such a "true color surface" has the advantage that equal distances on it represent equal noticeabilities, and MacAdams' ellipses appear as circles.—*L. A. Riggs* (Brown).

1099. Spencer, D. E. Adaptation in color space. *J. opt. Soc. Amer.*, 1943, 33, 10-17.—The appearance of a color is affected by the adaptation of the eye to the general background. It is not possible to specify color, much less to treat scientifically the problems of color discrimination and color harmony, by the usual trichromatic system alone. By the use of a new concept, the composite stimulus, a color sample and its background may be represented by means of a single new tensor. This method of color specification predicts satisfactorily certain results of H. Helson in which colors with various backgrounds were judged by reference to the Munsell system.—*L. A. Riggs* (Brown).

1100. Studnitz, G. v. Die Duplicitätstheorie. (Duplicity theory.) *Naturwissenschaften*, 1940, 28, 129-137; 152-156.—"By duplicity theory is meant the assumption of two functionally different receptor types in the vertebrate retina." The history of the theory is reviewed beginning with a paper of M. Schultze, 1866, who was the first to assume a functional difference for rods and cones. This thought was developed further by von Kries, whose views were strongly supported by the Purkinje phenomenon. The general occurrence of the Purkinje phenomenon among the vertebrates proves the general validity of the duplicity theory. The theory finds further support in the course of dark adaptation (Kohlrausch, 1922; Hecht, 1934), in the retinal potential fluctuations (Granit, 1936), in the retinal movements, and in correlations between color vision and existence of cones in animals. Nevertheless, the theory has been doubted in recent years, on histological grounds, by M. L. Verrier, 1933-1938, whose arguments are refuted, however, by the author. On the other hand, histological difficulties are still encountered in the problem of the carriers of visual purple. Bibliography of some 80 titles.—*H. L. Ansbacher* (Brown).

[See also abstracts 1054, 1070, 1114, 1119, 1323, 1344, 1355.]

LEARNING, CONDITIONING, INTELLIGENCE (incl. Attention, Thought)

1101. Bayroff, A. G. A preliminary study of imitative learning in white rats. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 213.—Abstract.

1102. Buxton, C. E. 'Reminiscence' in the studies of Professor English and his associates. *Psychol. Rev.*, 1942, 49, 494-504.—The above investigators have done several experiments in which the subject read a prose passage and immediately took a recognition test on it, half of the items being verbatim (*V*), and half summary (*S*). A later retest showed an increase in correctly answered *S* items, while the number of *V* items fell off. These experiments are criticized on several grounds. The test-retest method has been invalidated on the ground of practice effect. Some review has also been detected. But more crucial criticisms are directed against the possibility of transfer to the test material from school curricula, and the fact that the greater *S* revival occurred mainly where the relative difficulty of *V* and *S* material was not controlled, and where absolute, rather than relative numbers of right and wrong responses were used. It is also argued that reminiscence was not proved to occur more in *S* than in *V* items. In later studies, where difficulty was ruled out and transfer less likely, there was no group total evidence of reminiscence. Hence, long-term gains cannot be called reminiscence until several experimental controls have been applied and all data are taken into account.—*A. G. Bills* (Cincinnati).

1103. Clark, G. H. ΦΑΝΤΑΣΙΑ in Plotinus. In Clarke, F. P., & Nahm, M. C., *Philosophical essays in honor of Edgar Arthur Singer, Jr.* Philadelphia: University Pennsylvania Press, 1942. Pp. 297-309.—Clark presents an historical survey and a description of Plotinus' usage of the concept of imagination. Plotinus' view of imagination is a dynamic one involved in his discussion of memory. Although he refutes materialism, he does illustrate the dependence of imagination on bodily conditions. A translation of several original passages is given along with a complete index of Plotinus' writings.—*T. G. Andrews* (Barnard).

1104. Cofer, C. N., & Foley, J. P., Jr. Mediated generalization and the interpretation of verbal behavior: I. Prolegomena. *Psychol. Rev.*, 1942, 49, 513-540.—This is an attempt to extend the objective principles derived from conditioned response experimentation to certain aspects of linguistic behavior, and to show how such an interpretation of language behavior throws light on other psychological phenomena in which language plays an important role. A review is given of the experimental work on generalization or irradiation of conditioned responses, followed by a discussion of the distinction between mediated and non-mediated, i.e. physical, generalization. An operational analysis of mediated generalization shows it to be a conditioned response phenomenon. There follows the presentation of a formal system of terms for designating mediated and non-mediated generalization gradients, with an illustrative application to a hypothetical subject. The essential formal concepts for the theory are given, with methods for experimental check or demonstration of the expected

relationships. Finally, some suggested applications of the theory are given to such fields of psychological investigation as perception, set, learning, memory, intelligence, reasoning, free association, and emotional behavior.—*A. G. Bills* (Cincinnati).

1105. Dexter, E. S. What is imagination? *J. gen. Psychol.*, 1943, 28, 133-138.—The author discusses the variety of treatments and different definitions of the term imagination which were found in 16 elementary psychology textbooks published between 1935 and 1941. In three texts the term did not appear. In the others, 13 general usages were found: imagination as fantasy, imagination differentiated "from other mental processes merely by the plurality of its results," imagination as "creative mental activity." Meanings attached to the term by English teachers also are described. The author suggests that the term be restricted in its meaning, perhaps to mean fantasy.—*C. N. Cofer* (George Washington).

1106. Dexter, E. S. Relation of imagination to certain other factors. *J. gen. Psychol.*, 1943, 28, 139-141.—For college students, data were obtained on the following: Henmon-Nelson test of mental ability, the Bernreuter Personality Inventory, self-ratings on imagination, teachers' ratings on imagination, completion of sentences, school marks, and performance in response to the Cloud-Pictures. Data were obtained for a junior high school group on the last 4 of the above measures. Intercorrelations were obtained. Only a few of these were above .30, and it is concluded "that perhaps none of these tests or estimates actually do measure imagination."—*C. N. Cofer* (George Washington).

1107. English, H. B. Reminiscence—reply to Dr. Buxton's critique. *Psychol. Rev.*, 1942, 49, 505-512.—Since English defines reminiscence as "recall or recognition of a specific item to be remembered after earlier failure and without intervening representation of the item," he cannot give up the test-retest measure of it without giving up the phenomenon altogether. But neither the test-retest nor 'review' criticism is valid, because a subject cannot be said to re-recall nor to review items which he failed to recall in the first test. Buxton's criticism (see 17: 1102) of the attempt to find differential trends for the summary and verbatim items, based on the difference in difficulty of these two types of item, is invalidated by further work in which initial difficulty was equated without removing the differential trends. Buxton has rendered a service in sharpening the concept of 'opportunity to occur' in both reminiscence and forgetting, but he follows tradition in giving a formal or statistical meaning to it, rather than a psychological one. But English finds his own definition faulty also, and appeals to an improved experimental design to resolve the difficulty.—*A. G. Bills* (Cincinnati).

1108. Estes, W. K. Spontaneous recovery from extinction in maze-bright and maze-dull rats. *J. comp. Psychol.*, 1942, 34, 349-351.—24 bright and 24 dull rats from the F17 generation of two strains selec-

tively bred for maze performance were compared as to amount of spontaneous recovery from experimental extinction of a conditioned lever-pressing response. Two replications of the experiment agreed in demonstrating more spontaneous recovery for the dull rats. Since the differences were not large and were not in either case statistically significant, it is doubtful whether any great part of the difference between the two strains in maze learning ability is to be ascribed to greater permanence of extinction of unreinforced responses in the bright strain.—*L. I. O'Kelly* (U. S. Army).

1109. Finch, G. Delayed matching-from-sample and non-spatial delayed response in chimpanzees. *J. comp. Psychol.*, 1942, 34, 315-319.—Two chimpanzees were tested (after preliminary training) on delayed matching-from-sample and on non-spatial delayed response. In Experiment I, the subjects were first presented with 100 delayed matching-from-sample trials at each of 4 delay intervals (2, 10, 20, and 40 seconds); then they were presented with 100 non-spatial delayed-response trials with the same delay intervals. In Experiment II, they were presented alternately with delayed matching-from-sample and non-spatial delayed-response trials (100 trials at 2 and at 10 seconds delay under each condition). Results indicate that delayed matching-from-sample for these subjects is easier than non-spatial delayed response.—*L. I. O'Kelly* (U. S. Army).

1110. Foley, J. P., Jr. A note on the concepts of irritability and conditionability. *J. gen. Psychol.*, 1943, 28, 143-145.—The concepts of irritability and conditionability are defined and related, and it is suggested that the former is basic to physiological and the latter to psychological science.—*C. N. Cofer* (George Washington).

1111. Guthrie, E. R. The principle of associative learning. In *Clarke, F. P., & Nahm, M. C., Philosophical essays in honor of Edgar Arthur Singer, Jr.* Philadelphia: University Pennsylvania Press, 1942. Pp. 100-114.—Guthrie indicates the need for objectification and analysis in descriptions of behavior attached to organisms. Focus is placed on the response and the circumstances of the response rather than on the association of stimuli. Too many observations of learning behavior are made under circumstances in which the facts of association cannot enter the record. "The phenomenon of association would demand close examination of the successive performances of individual animals." Criticism is offered of the theories of Hollingworth, Köhler, Skinner, Culler, Hull, and others.—*T. G. Andrews* (Barnard).

1112. Hewson, J. C. Efficiency in learning: an experimental study of learning by memorization, by a verbal rule, and by non-verbal clues to understanding. *J. exp. Educ.*, 1942, 11, 50-52.—This investigation reveals that a verbal statement expressing the principle of a problem is a more efficient aid to learning than either memorizing a type problem or providing the learner with non-verbal clues.

As compared with the use of a verbal principle, memorizing as a method of learning enables the learner to gain a more limited degree of insight which is most useful in a situation similar to the one in which learning occurred, and of limited usefulness in solving new problems on a delayed test. As measured by immediate transfer to new problems, the method of non-verbal clues is slightly less efficient than providing the learner with the principle in verbal form; as measured by retention it ranks lowest; and as measured by ability to solve new problems in a retest it is not superior to memorizing. The mental ability of the learner appears to be a more important factor in the efficiency of learning than variations in the method of learning.—*H. W. Karn* (Pittsburgh).

1113. Honigmann, H. The number conception in animal psychology. *Biol. Rev.*, 1942, 17, 315-337.—This is a comprehensive presentation and analysis of the literature. The problem is approached from the point of view of methodology, and the experiments are divided into the following categories: (1) multiple choice techniques, (2) temporal maze and alternation experiments, (3) discussion of experiments showing rhythmical training, and (4) discrimination method. Multiple choice methods have yielded relatively poor results, and the technical difficulties of this method are extensively discussed. Temporal maze experiments have shown that it is extremely difficult for most animals to master double alternation. Claims to the contrary are dismissed due to lack of necessary controls by the various experimenters. Two or three actions performed in sequence were found to be rhythmical, and increasing the time intervals between actions destroyed the results of training. The discrimination method has shown that the limit of most animals is a discrimination between 5 and 6 objects, with no successes beyond 6. Experiments with parakeets and jackdaws have shown amazing results, but "even here any . . . number conception in the human sense of the word does not exist." 57 references.—*R. L. Solomon* (Brown).

1114. Kappauf, W. E. The application of conditioning methods to the study of discrimination and the measurement of differential thresholds in animals. *J. Psychol.*, 1943, 15, 129-135.—An alternative to the more familiar methods of testing two-stimulus discrimination calls for the use of a temporal stimulus pattern in which the change from one stimulus to another is reinforced. The technique involves keying the neutral and positive stimuli intermittently in a continuing series of short pulses. Preliminary testing showed the technique to compare favorably in time consumed and adaptability with the more frequently used methods of discrimination testing.—*R. B. Ammons* (San Diego).

1115. Katona, G. On different forms of learning by reading. *J. educ. Psychol.*, 1942, 33, 335-355.—The extent to which differences in plan and organization of texts affect learning accomplished through reading those texts is studied. Subjects who were unable to answer three questions of a foretest were

selected for the experiment. Half of the subjects read materials organized with respect to some central principle, half read a text which enumerated the facts involved. Both texts contained answers to the questions employed in the foretest. In the final phase of the experiment the subjects were tested with respect to the original questions and also with new questions involving applications of the materials learned. All subjects appeared to learn something from their reading. Scores of the two groups were about equal in answering memory questions and also in answering application questions by means of searching the text for help. Scores of the group reading a text organized around a principle were better than those of the group reading the text based upon an enumeration of facts when the application questions were asked with opportunity for reference denied.—D. G. Ryans (Cooperative Test Service).

1116. Kleemeier, R. W. Fixation and regression in the rat. *Psychol. Monogr.*, 1942, 54, No. 4. Pp. v + 34.—In a quadruple-choice apparatus strength of position habits and natural preference were not effective determiners of the alley selected by rats when responding to a shock situation. "It seemed incorrect to assume that the animals . . . were exhibiting so unique a mechanism that it should be considered as analogous to the human psychopathological phenomenon of regression." The electric shock was, however, an important factor in producing abnormal behavior fixations.—D. G. Ryans (Cooperative Test Service).

1117. Lorge, I. Intellectual changes during maturity and old age. *Rev. educ. Res.*, 1941, 11, 553-561.—The literature since 1936 is reviewed under these headings: reviews, tests of adult intelligence, developmental limits, prediction of intellectual status, special groups, mental efficiency and mental deterioration, vocabulary, memory, speed and level, factor analysis, learning, general. Bibliography of 104 titles.—M. Keller (Butler Hospital).

1118. Montgomery, C., & Zener, K. Effects of organization upon the remembering of meaningful material. *J. Elisha Mitchell sci. Soc.*, 1942, 58, 138.—Abstract.

1119. Riesen, A. H., & Nissen, H. W. Non-spatial delayed response by the matching technique. *J. comp. Psychol.*, 1942, 34, 307-313.—"Two slightly different forms of non-spatial delayed response by the matching technique are described. After preliminary training of the subjects in responding to that one of two colors (red, green) which matched the sample, delays of gradually increasing length were interposed between presentation of the cue and presentation of the two stimuli for response. Four young chimpanzees gave performances significantly above chance with delays of 5, 20, 25, and 35 seconds, respectively. Although, with continued training and tests, significant scores probably could have been obtained with even longer intervals of delay, it seems evident that the matching technique does not rad-

ically alter the intrinsic difficulty, for chimpanzees, of the non-positional delayed response problem." The results of a third experiment suggest that prior training of the chimpanzee in discrimination of two colors facilitates delayed response performance using the same colors as cues. "Much more extensive, or perhaps different, training would be required, however, before the ease and accuracy of performance with visual cues closely approximated that obtained when spatial cues are used."—L. I. O'Kelly (U. S. Army).

1120. Riess, A. Numerical quantification vs. number sense. *J. Psychol.*, 1943, 15, 99-108.—Man's natural ability to handle numbers of items is strikingly small. His span of immediate comprehension is apparently limited to sets of 2 or 3 objects. His accomplishment in the approximate estimation of larger numbers is attained by virtue of auxiliary substituting processes only. Although showing some comprehension of differences in length of series, animals and children at a pre-verbal stage are apparently unable to grasp actual concepts of numbers. Man overcomes this lack of natural ability by the use of such directly representational methods as bags of pebbles or tally sticks, or words, on a higher level of symbolic behavior, which allow exact representation of number and accurate designation of the number of items already noted or counted.—R. B. Ammons (San Diego).

1121. Rosenthal, I. S. [Conditioned reflexes in dogs deprived of the cortex of one hemisphere. IV. Examples of difficult conditioned-reflex activity.] *Arkh. biol. Nauk.*, 1940, 60, 114-122.—In order to determine the relationship between the excitatory and inhibitory processes, alternating positive and negative tactile stimuli were applied to a dog, 7 years after the cortex of his right hemisphere had been extirpated. In another experiment, the author followed up the overstraining of the excitatory and inhibitory processes by applying the positive stimulus alone, or by changing suddenly all the conditioned stimuli from the 30-sec. trained isolated action to a 3-min. action. The concentration of the inhibitory process was found to be somewhat decreased, but only temporarily. No other changes were noted. The author concludes that the almost normal level of nervous activity in the partially decorticated dog is probably a stationary phenomenon and that the substitution function of the hemisphere is preserved for a long time. English summary.—R. R. Hilkevitch (Institute for Juvenile Research).

1122. Stainbrook, E. J., & Löwenbach, H. The reorientation and maze behavior of the rat after noise-fright and electroshock convulsions. *J. comp. Psychol.*, 1942, 34, 293-299.—24 rats learned a simple water maze to a criterion of 10 successive errorless trials at times of 4 seconds or less. 10 of the animals were subjected to noise-fright convulsions and 14 to electroshock convulsions. Each animal was placed in the maze immediately after the cessation of convulsions. Trials were also made at time intervals of 2, 3, and 5 minutes after electroshock

convulsions. The results indicate that electrically induced convulsions produced a more enduring disorientation and a greater retardation of spontaneously initiated movement than did the noise-fright attack. Although after the 2nd-5th electroshock convolution rats were noted to display many signs of "experimental neurosis," the maze performances of rats in neither group appeared to be affected by the long series of convulsions when error scores were used as a criterion.—*L. I. O'Kelly* (U. S. Army).

1123. Tolman, E. C., & Minium, E. VTE in rats: overlearning and difficulty of discrimination. *J. comp. Psychol.*, 1942, 34, 301-306.—"Six pigmented male rats were run on a modified Lashley visual discrimination apparatus. They were given six trials a day for a total of 129 days. For days 1-47 they were presented with a white card as positive and a black card as negative. For days 48-84, a medium grey card was substituted for the previous white card as the positive stimulus." Finally, for days 85-129 a dark grey card was substituted for the medium grey as the positive stimulus." The results indicate that vicarious trial and error (VTE) reached its highest points while the animals were engaged in initial learning, decreased during overlearning, increased when the discrimination became more difficult, decreasing again as more correct choices were made. The authors conclude that "when the 'instructions' (that the rats were to choose the visually brighter of the two doors) had been thoroughly learned, thereafter the more difficult the discrimination the more the VTE. This agrees with the findings for human subjects that, when they know what it is they are to pay attention to (as in psychophysical experiments), they do more VTE for the more difficult discriminations."—*L. I. O'Kelly* (U. S. Army).

1124. White, L. A. On the use of tools by primates. *J. comp. Psychol.*, 1942, 34, 369-374.—The phenomenon that apes apparently lack a material culture has been explained by the assertion that man's culture is contingent upon a unique ability to use tools, and the ape's lack of imitation and mere lack of brains. These explanations have been experimentally disproven, since apes can make tools as well as use them. The author believes that "it is the ability to use symbols which has transformed anthropoid tool behavior into human tool behavior." In contrast to the tool behavior of the ape which is discontinuous, objectively and subjectively, "tool experience in man is continuous and enduring," due to the use of symbols, particularly in the form of words.—*L. I. O'Kelly* (U. S. Army).

1125. Williams, S. B. Reversal learning after two degrees of training. *J. comp. Psychol.*, 1942, 34, 353-360.—"In order to test a proposition from Hull's theory of the nature of the learning curve, two groups of twenty rats were trained to reverse a choice in the T maze situation. The experimental variable was the amount of training on the original choice prior to reversal. Group A was trained on the

original choice to a criterion of four out of four perfect runs. Group B was trained likewise but was given twenty additional such trials. In reversal learning both groups were trained to a nine-out-of-ten criterion." The results show: "(1) The learning curve of group B is more positively accelerated in the initial portions than the curve for group A." This confirms Hull's proposition that "the greater . . . the relative strength of competing or opposing tendencies at the start of learning, the more marked will be the sigmoid character of the learning curve." "(3) Although the difference between the two curves is in the predicted direction, the fact that the curve of group A is negatively rather than positively accelerated is contrary to the proposition."—*L. I. O'Kelly* (U. S. Army).

1126. Witkin, H. A. 'Hypotheses' in rats: an experimental evaluation of the hypotheses concept. III. Summary evaluation of the hypotheses concept. *Psychol. Rev.*, 1942, 49, 541-568.—Krechevsky's 'hypotheses' theory offers a purposivistic explanation of certain forms of rat learning, based on the criteria that: (1) it is systematic, (2) it involves some degree of abstraction, (3) it doesn't depend on the immediate environment for its initiation and performance, and (4) it has an 'if-then' goal-determined character. But these criteria fail to hold up under recent experiments of the author, with free-choice situations, and of others who found variability to occur without any previous experience of the goal and without rational basis. The author presents an alternative non-purposivistic explanation. Systematic behavior invariably occurs in free-choice and 'insoluble' situations but is typically absent from 'soluble' situations. Hence it can occur in linear situations only when the opportunity for organized learning is absent. A re-evaluation of Krechevsky's 'hypotheses' experiments, including those on decorticated and maze-dull rats, shows that systematic responses cannot be considered solution attempts. Repetition of a choice-point response is always an adjustment to an individual unit, not to a unified series. The rejection of the 'hypotheses' concept does not necessitate a return to crude atomism in learning theory.—*A. G. Bills* (Cincinnati).

[See also abstracts 1022, 1052, 1061, 1132, 1188, 1253, 1254, 1269, 1346, 1363, 1396, 1407.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

1127. Albert, S. Changes in adrenal function during the alarm reaction. *Proc. Soc. exp. Biol., N. Y.*, 1942, 51, 212-215.—"In gonadectomized animals treated with 10% formalin solution there occurred a marked hypertrophy of the adrenal glands, but no significant change in the size of the accessory sex organs (vaginal smear and preputial glands in the female; seminal vesicles and prostate in the male). It is concluded that the adrenal cortical hypertrophy, so characteristic of the alarm

reaction, is not accompanied by increased sex hormone production."—H. Peak (Randolph-Macon).

1128. Allentuck, S., & Bowman, K. M. The psychiatric aspects of marihuana intoxication. *Amer. J. Psychiat.*, 1942, 99, 248-251.—Physical and psychic manifestations caused by ingestion or inhalation of the drug are described from data based on 77 patients. A characteristic marihuana psychosis does not exist. Psychoses are precipitated in unstable personalities. The prolonged effects of the drug are subjective. The aftermath of marihuana intoxication resembles an alcoholic "hangover." Marihuana does not give rise to a biological or physiological dependence. It "is probably taken by its users for the purpose of producing sensations comparable to those produced by alcohol."—R. Goldman (Boston Psychopathic Hospital).

1129. Barcroft, J., & Barron, D. H. Observations on the functional development of the foetal brain. *J. comp. Neurol.*, 1942, 77, 431-454.—The development of the respiratory movements and the righting and postural reflexes of fetal sheep was studied. During the fetal period respiratory movements pass through 4 phases: (1) they are a part of the general muscular movements; (2) they are activated by movements of other muscles; (3) they occur quite independently of other movements; (4) they are inhibited. These stages depend on specific regions of the brain stem arranged serially in a caudocephalic direction; control is exercised first by the lower part of the hind brain, next at the level where the eighth nerve enters the medulla, and finally in the caudal half of the midbrain. In normal fetuses the righting and postural reflexes appear in the following order: tonic neck reflexes on the legs, head righting, compensatory movements of the eyes, and body righting. The brain centers for the tonic neck reflexes on the limbs are in the upper cervical segments and lower medulla; those for head righting, in the pons; and those for compensatory eye movements and body righting, in the midbrain. The results clearly demonstrate that brain activation and regulation of the described fetal activities develops in a caudocephalad direction—C. P. Stone (Stanford).

1130. Bartemeier, L. H. Freud's contribution to the problem of mental heredity. *Bull. Menninger Clin.*, 1942, 6, 190-197.—This article reviews briefly Freud's view of heredity as a causative factor in psychopathological formations. This view was presented as early as 1896 and was never materially revised. Three factors were regarded as being necessary for the occurrence of a neurosis: heredity, a specific cause (the trauma of early life), and a concurrent or accessory cause (the immediate precipitating event). These etiological factors exist in a complementary series. The varying forms of mental life are determined in the interplay between inherited predispositions and accidental experiences. The hereditary factors may be either of recent (familial) or of remote (phylogenetic) origin. There exists a phylogenetic development of the psyche itself and a necessity for the development of the

individual to repeat this development of the race. Symbolism is evidence for phylogenetic inheritance.—W. A. Varvel (Texas A. & M.).

1131. Beach, F. A. Sexual behavior of prepuberal male and female rats treated with gonadal hormones. *J. comp. Psychol.*, 1942, 34, 285-292.—"Four male rats received 1.0 mgm. of testosterone propionate daily from 14 days of age until the complete copulatory response appeared. Two litter-mate males were given control injections of sesame oil. Four females were injected with 100 R.U. of estrogen at intervals from 14 to 27 days. The sexual behavior of males and females was measured in a series of copulation tests. Both control males and all estrogen-injected females showed certain elements of the masculine copulatory pattern at 16 to 22 days of age, but did not display the complete mating response. Testosterone-treated males first exhibited complete copulation at 21 to 29 days (average 24.5 days). Two injected males displayed the ejaculation pattern at 27 and 29 days. All females showed sexual receptivity, indicated by lordosis, and this behavior appeared 21 to 25 days of age." The author advances a possible hypothesis that prepuberal rats of both sexes possess innately organized neuromuscular mechanisms capable of mediating the masculine copulatory pattern, and that the reactions appear at about the same age in each sex. At puberty, testicular androgens stimulate an expansion of the male's behavior to complete copulation and ejaculation, while the female's masculine responses remain relatively unchanged.—L. I. O'Kelly (U. S. Army).

1132. Boughton, L. L. The effects of life cycle therapeutic dosage administration of drugs to albino rats. II. On activity, maze learning and relearning. *J. Amer. pharm. Ass.*, 1942, 31, 240-244. —See *Biol. Abstr.* 17: 1394.

1133. Dahlberg, G. Race, reason, and rubbish; a primer of race biology. (Trans. from the Swedish by L. Hogben.) New York: Columbia University Press, 1942. Pp. 240. \$2.25.—The first 9 chapters deal with formal genetics and principles of mating. Chapter 10 is entitled the isolate effect; chapter 11, race; and chapter 12, the jewish question—conclusion. The effect of inbreeding (through cousin marriages), or of a restricted population from which marriages take place (an isolate) is to increase the incidence of traits depending upon single recessive genes, and traits inherited in a complicated way. But only in the case of very rare recessive traits could the exclusion of cousin marriages reduce the incidence in the population appreciably. With regard to racial differences, the author takes the view that with most of the races that have contributed to European populations intermixture has been so great that we can rarely find particular physical or mental traits associated with the physical racial types. There has been less mixture between American Negroes and whites, but no decisive evidence that differences between them in social efficiency depend upon heredity or environment. Differences in temperament and intellect between

Jews and Gentiles can be explained as readily by cultural traditions and interactions as by genetic endowment.—*B. S. Burks (Columbia).*

1134. Dorcus, R. M. Food habits; their origin and control. *J. Amer. diet. Ass.*, 1942, 18, 738-740.—This subject leads into the learning process and social, comparative, and abnormal psychology. Feeding an infant a specified amount of food on schedule ignores the fact that he has individual peculiarities, wanting either more or less, earlier or later; thus feeding may become associated with discomfort or disappointment. The ideational factors in adult eating represent influences on the manner of satisfying normal desires. Perversions of appetite may be due to actual chemical deficiencies or, during famine, to thwarting of demand for normal food. Random selection would supply normal requirements if all essentials were available in a free-choice situation. Physiological need is subordinate in selection because the effects of change are too slow to be associated with changes of feeling. Almost any chemical or vitamin deficiency will cause some loss in mental efficiency, and probably the children of parents deprived of certain essentials never entirely recover from the effects of such deprivation. The social controls modifying diet habits are religion, public opinion, and law. The earlier controls were primarily religious. Regulations concerning meat (kosher, Lent) may have been originally intended to conserve flocks.—*M. E. Morse (Baltimore, Md.).*

1135. Fitzgerald, J. E., & Windle, W. F. Some observations on early human fetal movements. *J. comp. Neurol.*, 1942, 76, 159-167.—The authors had opportunity to observe 15 human fetuses, 7-8 weeks old, under various operating conditions. Movements were observed in only 3, despite much care to minimize or prevent early asphyxiation. While the fetal circulation was unimpaired, reflexes of the trunk and of the appendages could be elicited by tapping lightly upon the amniotic sac. At this time the neuromuscular system was highly excitable. As anoxia progressed, these individual reactions rapidly ceased, but movements of the trunk musculature still followed the application of weak stimuli on the nose and mouth regions for several minutes after the placenta was detached from the uterus. Strong stimuli evoked massive movements of the neck, trunk, and limbs. The authors are impressed by the rapid loss of individual reflexes when the normal blood supply is disturbed. They believe that failure to take this into account may have led some of the earlier observers to conclude, erroneously, that mass movements in the mammal appear somewhat earlier than individual reflexes.—*C. P. Stone (Stanford).*

1136. Gardner, I. C., & Newman, H. H. Studies of quadruplets. IV. The Badgett quadruplets. *J. Hered.*, 1942, 33, 345-350.—The set is made up of 4 females, prematurely born in 1939, consisting of one-egg triplets and a singleton. The two-egg origin does not tally with the obstetrician's trizygotic (trichorionic) diagnosis, but it is supported by

mental and physical measurements and dermatoglyphics, three of the quads being extremely similar and quite different from the fourth.—*G. C. Schwesinger (American Museum of Natural History).*

1137. Gemelli, A., & Ponzo, M. L'adattamento motorio nella vita psichica. (Motor adaptation in psychical life.) *Pubbl. Univ. cattol. Sacro Cuore*, 1941, No. 9.

1138. Ikemune, I. [The influence of diminished atmospheric pressure on reflex time.] *J. Okayama med. Soc.*, 1940, 52, 1270-1275.—[Abstracted review; original not seen.] The normal cremasteric reflex time of the rabbit (.04-.05 seconds) was shortened to .013-.023 seconds under diminished atmospheric pressure (450 mm. Hg.). This is attributed to disturbance of the inhibiting function of the brain through lack of oxygen. Administration of 0.5 cc. ethyl alcohol per kg. body weight also shortened reflex time, and this is attributed to a paralyzing effect of alcohol on the inhibiting function of the brain. German summary.—*W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).*

1139. Irwin, F. W. The concept of volition in experimental psychology. In *Clarke, F. P., & Nahm, M. C., Philosophical essays in honor of Edgar Arthur Singer, Jr.* Philadelphia: University Pennsylvania Press, 1942. Pp. 115-137.—In avoiding metaphysical concepts, the experimentalist has ignored the will or has given it inadequate meaning. Thus, Irwin indicates, problems have been determined by methods rather than methods by problems. Six representative definitions of volition are presented and evaluated. Irwin suggests and discusses his own definition of volitional behavior as "any behavior which exhibits a purpose ascribable to the behaving creature as an individual." "The same behavior may be classed as 'instinctive' in so far as it exhibits a purpose common to the species." The actual determination of the voluntary nature of an act is in part a matter of the diagnosis of personality. Several experiments are described, and a bibliography is given.—*T. G. Andrews (Barnard).*

1140. Karpovich, P. V., & Pestrecov, K. Effect of gelatin upon muscular work in man. *Amer. J. Physiol.*, 1941, 134, 300-309.—The effect of gelatin feeding was tested with 76 subjects on a controlled diet. Heavy work performance was the criterion: bicycle ergometer work, swimming, weight lifting, etc. In both controlled and uncontrolled diet experiments the results were essentially negative.—*R. L. Solomon (Brown).*

1141. Kino, F. F., & Thorpe, F. T. The occurrence of the grasping reflex in the post-convulsive stage of electrically induced seizures and its behaviour in various mental diseases. *J. ment. Sci.*, 1942, 88, 541-544.—Examination of reflexes in electrically induced seizures shows that the grasping reflex may have clinical significance. 100 subjects, with an average of 10 such seizures each, were studied for the possibility of distinguishing the

types of mental illness. Schizophrenics seem to respond somewhat differently from manic-depressives.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1142. **Maslov, A.** [The effects of local application of cold upon the electrical resistance of the skin.] *Fisiol. Zh. S.S.R.*, 1940, 28, 264-270.—See *Biol. Abstr.* 17: 820.

1143. **Newman, H. W., & Abramson, M.** Some factors influencing the intoxicating effect of alcoholic beverages. *Quart. J. Stud. Alcohol*, 1942, 3, 351-370.—As measured by lack of coordination using an easily motivated game (a commercial target shooting device), the onset of intoxication during the gradual rise of blood alcohol is not gradual, but begins abruptly when a critical level of alcohol concentration, characteristic of the individual, is reached. Above this level, small increases in blood alcohol concentration produce marked enhancement of intoxication. The same degree of incoordination exists at a slightly higher blood alcohol concentration after ingestion of dessert wines than after distilled liquors, sugar being the effective agent in the wine. Because of more rapid absorption, the same dosage of alcohol given as distilled liquor produces a greater degree of intoxication than when given as wine.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1144. **Quereau, J. V. D.** The management of squint in children. *Penn. med. J.*, 1942, 46, 112-116.—Monocular concomitant convergent strabismus is by far the commonest type in children. The objectives of treatment are, first to preserve vision in the squinting eye, and then to develop the fusion faculty. In very young children treatment consists in making the child fixate with each eye alternately for about 2 weeks, by occluding the other eye. The simplest method of occlusion is instillation of atropine. Vision gradually becomes approximately equal in the two eyes, and the case may be carried along until correction of refractive errors by glasses, orthoptic training, or operation becomes practicable. Operation should be undertaken as soon as the child is no longer progressing under nonoperative measures.—*M. E. Morse* (Baltimore, Md.).

1145. **Rethlingshafer, D.** Experimental evidence for functional autonomy of motives. *J. Elisha Mitchell sci. Soc.*, 1942, 58, 137.—Abstract.

1146. **Schallek, W.** Some mechanisms controlling locomotor activity in the crayfish. *J. exp. Zool.*, 1942, 91, 155-166.—The crayfish is normally active at night and quiet during the day, and this rhythm continues when the animal is in constant darkness. If the eyestalks are removed, this rhythm stops, and the animal shows continuous activity. Two contributory mechanisms, the nerve centers of the eyestalk and the endocrine sinus gland, are investigated in conjunction with the activity patterns. Injection of the sinus gland extract does not affect the activity of animals with no eyestalks, yet section of the optic nerve in normal animals institutes continuous activity. Thus it would seem

that the activity of the crayfish is inhibited during quiet periods by action of the optic nerve components. Normal animals are quiet in the light when the day-night cycle is broken by 4-hour's alternate light and dark cycles, although traces of the 24-hour rhythm are evidenced.—*R. L. Solomon* (Brown).

1147. **Schoen, F.** Liquoralkoholgehalt und Unfall. (Fluid alcohol content and accident.) *Dtsch. Z. ges. gerichtl. Med.*, 1940, 34, 232-235.—[Abstracted review; original not seen.] Alcohol content in the cerebral fluid may exceed the alcohol content of the blood. In accident cases, when the circulation has not been damaged, alcohol may remain in the spinal fluid 1-2 hours after it has disappeared from the blood. The prolonged presence of alcohol in the spinal fluid explains the post-alcoholic disturbances, especially in the vegetative nervous system.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1148. **Selling, L. S.** Some psychological aspects of nutrition. *J. Amer. diet. Ass.*, 1942, 18, 741-744.—Selling discusses problems resulting from individual tastes in food, especially in mental hospitals; reasons for personal preferences; and psychological aspects of child feeding and special diets. A person of 7-8 years intelligence can be taught to cook by rule, safely although slowly.—*M. E. Morse* (Baltimore, Md.).

1149. **Shock, N. W., & Jones, H. E.** Mental development and performance as related to physical and physiological factors. *Rev. educ. Res.*, 1941, 11, 531-552.—The literature for the last 3 years is reviewed under the following headings: mental development and structural characteristics, physical defects and scholarship, sensory defects and intelligence, premature birth and mental development, season of birth and intelligence, birth order (maternal age), anoxia (asphyxia at birth), dietary and nutritional influences (vitamins), effects of thyroid on mental development, intelligence of diabetics, pituitary gland and sex hormones, effects of benzedrine on mental performance, phenobarbital and other chemicals, mental development and infectious diseases, allergy, heart disease. Bibliography of 141 titles.—*M. Keller* (Butler Hospital).

1150. **Simpson, R. G.** The relationship of certain functions to eye-movement habits. *J. educ. Psychol.*, 1942, 33, 373-378.—"The eye-movement habits of good students and those who rate highest in mental ability are, in general, definitely better than the eye-movement habits of poor students and those who rate lowest in mental ability."—*D. G. Ryans* (Cooperative Test Service).

1151. **Waite, W. H.** The relationship between performances on examinations and emotional responses. *J. exp. Educ.*, 1942, 11, 88-96.—"The findings of this experiment indicate that there is a general pattern of response for some physiological measures during examinations. There is also some suggestion that physiological responses of heart rate and respiration rate may be associated with success or failure on examinations of varying length, but the

results are not conclusive."—H. W. Karn (Pittsburgh).

1152. Weiss, P. Lid-closure reflex from eyes transplanted to atypical locations in *Triturus torosus*. *J. comp. Neurol.*, 1942, 77, 131-159.—The eyes of larval newts were transplanted into the sites of the ear or nasal organ. In 38 animals which were reared beyond the age of metamorphosis the lid-closure reflex could be elicited in the normal host-eye on the same side by stimuli applied to the cornea of the transplant. The sensitivity of the grafted cornea for the elicitation of this reflex equaled that of the normal eye. The grafts influenced the development of specific reflex connections in a region of the body wherein such connections do not normally exist. Heretofore this had been demonstrated only for motor and proprioceptive systems. Explanation awaits further experiments.—C. P. Stone (Stanford).

1153. Weisz, S. Anxiety as a symptom. *Dis. nerv. Syst.*, 1942, 3, 394-399.—The author discusses various theories and interpretations of anxiety, together with its sources, distribution, and characteristics. Three sets of observations are included which help to clarify the problem: observations on patients with brain injury, studies on animals, and the study of emotional behavior in infants. It is concluded that "anxiety as a symptom may be present in many conditions whenever some psychological danger is present, whenever the individual feels threatened for reasons not known to him and he lacks defense and cannot escape."—C. E. Henry (Western Reserve).

[See also abstracts 1051, 1071, 1083, 1092, 1097, 1117, 1122, 1182, 1211, 1224, 1271, 1297, 1406, 1408, 1413.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

1154. [Anon.] Editorial: Progress of parapsychology as a university study. *J. Parapsychol.*, 1942, 6, 237-242.—The attitudes of the university world toward ESP are traced, as reflected in the statements of James, McDougall, and Thouless. A statement by Thouless, is quoted to indicate the current trend of acceptance and to sound the keynote for further research: "'Let us now give up the task of trying to prove again to the satisfaction of the sceptical that the psi effect [ESP] really exists, and try instead to devote ourselves to the task of finding out all we can about it.'"—F. W. Finger (Virginia).

1155. Cameron, N. William James and psychoanalysis. In [Various]. *William James; the man and the thinker*. Madison, Wis.: University Wisconsin Press, 1942. Pp. 53-82.—Cameron points out that abnormal psychology has been dominated by a system of principles against which James struggled, although there are signs of a turning point. Some of the factors in the life of James are described to indicate his problems of adjustment. A criticism of psychoanalysis and a description of the future of abnormal psychology are given, ending with James'

commandment: "Thou shalt not make unto thyself any rationalistic image, nor bow down thyself before fixed principles, nor worship them."—T. G. Andrews (Barnard).

1156. Engle, B. S. The Amazons in ancient Greece. *Psychoanal. Quart.*, 1942, 11, 512-554.—The author reviews the ancient Grecian legends to show that the Amazons were a real people although of an undetermined race and civilization and to demonstrate that the Amazonian legends filled many of the psychological needs of classical Greece in the rebellion against the dominant Mother in Mycenaean Greece and the reaction against the Cretan matriarchy. 169-item bibliography.—M. H. Erickson (Eloise Hospital).

1157. Fernández Speroni, C. Un precursor de Freud. (A precursor of Freud.) *Rev. Asoc. méd. argent.*, 1941, 55, 311ff.—[Abstracted review; original not seen.] Rufus of Ephesus, a contemporary of Plato, stressed in his book on symptomatology, *Questioning the patient*, the importance of inquiry concerning visions and dreams. He reported the case of a wrestler, apparently healthy, who dreamed all night long that he was in a pool of black water. He told the dream to his teacher, who considered it unimportant and sent him to his exercises. He was soon seized with pain in the chest, palpitation, and weakness in the hands and feet. He became aphonic and died quickly. Rufus considered sexual activity the best remedy for melancholia and "delirium." It increases reason, dissipates fixed ideas, and decreases indomitable emotions.—M. E. Morse (Baltimore, Md.).

1158. Freud, S. Psychopathic characters on the stage. *Psychoanal. Quart.*, 1942, 11, 459-464.—The function of drama in exciting pity and fear and thus to bring about a catharsis of emotions may be better enlarged to include the opening up of sources of pleasure and enjoyment within the individual's affective life. The sympathetic witnessing of a dramatic performance fulfills the same function for the adult as play does for the child, namely, the gratification of wishes to do unattainable things. Thus, the drama permits identification with the hero but spares the spectator the griefs and sufferings which would nullify the pleasures of the hero's deeds. Hence all forms of suffering are dramatic themes if they offer a source of pleasure which shall cause the spectator no suffering. For this reason, physical illness is tolerated on the stage only as a property since bodily illness leads only to a drive to recover, and this for the spectator means an end of the fantasy. Hence, mental suffering is most effective in permitting identification and enjoyment with suffering. Discussion follows of Hamlet and other dramatic characters, and the conclusion is offered that "in general, it may perhaps be said that the neurotic lability of the public, and the art of the dramatist in making use of resistances and supplying forepleasure, alone determine the limits of the utilization of abnormal characters upon the stage."—M. H. Erickson (Eloise Hospital).

1159. Greenwood, J. A. The role mathematics has played in ESP research. *J. Parapsychol.*, 1942, 6, 268-283.—This is an historical and critical survey of the application of statistical tools to the probability of chance causation in ESP research. "While specific instances of chance data may have been mistakenly assumed to have been caused in part by ESP (as must be inherently possible in any statistical situation), there is complete unanimity of agreement among statisticians that the entire set of series presented as evidence of ESP did not arise under the chance assumptions by which they were evaluated."—F. W. Finger (Virginia).

1160. Heard, G. Some of the convergences which initiated parapsychology. *J. Parapsychol.*, 1942, 6, 263-267.—The reasons are examined for the emergence in the last quarter of the 19th century of parapsychology as a subject for scientific research. In the first place, the convergence of the religious-philosophical and the mathematic-scientific schools of thought created an intellectual climate receptive to these problems. Further (following Bateson's suggestion), the ESP faculty, virtually abolished by the executions of the medieval witchcraft courts, was gradually reappearing in the population.—F. W. Finger (Virginia).

1161. Maeder, L. M. A. Relations of psychoanalysis to psychiatry. *Arch. Neurol. Psychiat.*, Chicago, 1943, 49, 140.—Abstract.

1162. Newman, I. The Freudian theories: definitions. *J. Maine med. Ass.*, 1942, 33, 271.

1163. Rapaport, D. Freudian mechanisms and frustration experiments. *Psychoanal. Quart.*, 1942, 11, 503-511.—Frustration experiments are significantly limited in that they are concerned with immediate existing field conditions, they assume the subject to be static and hence ahistorical, their results are necessarily meaningful only in terms of the field conditions, and there is a marked limitation upon the quality of frustration since the experimental situation elicits only sample behavior. From the Freudian point of view frustration experiments offer opportunity for detailed analysis of dynamic behavior ordinarily not obtained, and there is a marked similarity between experimentally elicited frustration mechanisms and those seen in clinical psychoanalytic studies. The theoretical connection between the experience of frustration as clinically observed and frustration as experimentally elicited is problematic.—M. H. Erickson (Eloise Hospital).

1164. Russell, W. A single subject in a variety of ESP test conditions. *J. Parapsychol.*, 1942, 6, 284-311.—The single subject tested scored strikingly above chance during a series of informal tests. The mean results of the formal tests were below chance expectation, this negative deviation being statistically significant (CR of 2.8). This difference between results of the informal and the formal tests "is suggested to be due, not to increased safeguarding of experimental conditions, but to the change from a free, gamelike test situation in the

Informal Tests to one of work and strain in the Formal."—F. W. Finger (Virginia).

1165. Weiss, E. Emotional memories and acting out. *Psychoanal. Quart.*, 1942, 11, 477-492.—Discussion is offered of the ego, ego feeling, subjective reactions upon regression to earlier stages of ego development, the emotions that are experienced during analysis, and the importance of emotional memories and the process of acting out. By this latter is meant the behavior shown upon repetition, in terms of current reality, of a past unconscious psychic situation. However, such acting out is insufficient therapeutically, and successful analysis requires that the patient must realize the connection between the present and the past. Similarly, mere recall of past memories without integrating them in terms of current reality is ineffective. Hence the working through of current derivatives and equivalents and the connection between them and past early development constitutes the most important work of psychoanalysis. 23-item bibliography.—M. H. Erickson (Eloise Hospital).

1166. Woodruff, J. L., & Rhine, J. B. An experiment in precognition using dice. *J. Parapsychol.*, 1942, 6, 243-262.—This report is presented as additional confirmation of the reality of precognitive ESP. Two subjects were used. In the first main series the subject predicted the fall of the dice before each throw; in the second series 24 calls were made before any throwing began. One subject averaged more than 5 hits per run of 24 (4 being the chance average) in the first series, with a CR of 4.78. The combined results of the whole experiment yielded a P-value of approximately .0001. Alternative explanations are considered and rejected in favor of precognition.—F. W. Finger (Virginia).

[See also abstracts 1130, 1298, 1316, 1388, 1401.]

FUNCTIONAL DISORDERS

1167. Allende Lezama, L. Dos posiciones conceptuales en neuro-psicopatología. (Two conceptual positions in neuropsychopathology.) *Index Neurol. Psiquiat.*, B. Aires, 1941, 3, 1-22.—This philosophical article contrasts the viewpoints of the author and C. Jacob, Buenos Aires, in his *General neurobiology*. Jacob's chronotopographical theory is monistic and materialistic, inspired by strict determinism. Starting from the cerebral cortex, he tries to establish an immediate coordination between it and ideational concepts. In contrast, Allende Lezama's chronotopological system starts from the conceptual network and is founded on 3 inseparable disciplines: the psychoaffective (psychological), based on instinct and not dealing with relationships; logic; and language symbolism. All systematic structure, including conceptual language, belongs to the logical field, which is ultracortical and can be coordinated with the histological only through a chronotopological system, i.e. through language.—M. E. Morse (Baltimore, Md.).

1168. Anderson, D. Alcohol and public opinion. *Quart. J. Stud. Alcohol*, 1942, 3, 376-392.—Successful attempts to convince the public that the problem drinker is a sick man, exceptionally reactive to alcohol, that he can be helped and is worth helping, and that the problem is a responsibility of the healing profession as well as of the public depend on a different emphasis in the language used in public discussions of alcoholism and on convincing the average physician that the personality as well as the drinking habit of the drinker is his responsibility.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1169. Andriola, J. Mental-health problems in a war-production area. *Ment. Hyg., N. Y.*, 1942, 26, 560-567.—Major problems, as revealed in Muskegon, Mich., are centered around marital discord, difficulties in family budgeting, adjustment of children from broken homes, adjustment of children whose mothers are working in war industries, sexual deviations by adolescents, and discrimination against aliens.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1170. Arend, I. M. The contribution of the social worker in the prediction of neuro-psychiatric casualties in the Army. *Smith Coll. Stud. soc. Work*, 1942, 13, 199.—Abstract.

1171. Bender, L. Cerebral sequelae and behavior disorders following pyogenic meningo-encephalitis in children. *Arch. Pediat.*, 1942, 59, 772-783.—Case studies of 30 children suffering from cerebral sequelae and behavior disorders following pyogenic meningo-encephalitis are presented.—A. Weider (New York University).

1172. Benvenuti, A., & Benvenuti, M. La nevralgia e l'isterismo nei tuberculosi. (Neurasthenia and hysteria in the tubercular.) *Neopsichiatria*, 1940, 1.—[Abstracted review; original not seen.] Neurotic complications among the tubercular occur at the rate of 2 neurasthenics and 1 hysterical per 150 patients. The environmental basis of neurotic formations is relatively easy to explain; it would be desirable also to discover influences proceeding from the tubercular condition directly. Thus far, no specific neural factor can be designated.—H. D. Spoerl (American International College).

1173. Birnbaum, K. The mental defective from the personality approach. *Nerv. Child*, 1942, 2, 21-28.—The mentally defective personality is a total pattern resulting from the relationships of several factors of equal importance: biologic and psychologic, intellectual and emotional, social and functional. The chief substructures of these principal factors, and their interrelationships, are briefly described.—G. S. Speer (Central YMCA College).

1174. Bloomberg, W., & Hyde, R. W. A survey of neuropsychiatric work at the Boston Induction Station. *Amer. J. Psychiat.*, 1942, 99, 23-28.—A discussion of the criteria for rejection by neuropsychiatric units, with figures for rejection rates.—R. Goldman (Boston Psychopathic Hospital).

1175. Blyth, W. Pentothal sodium narcoanalysis. *J. ment. Sci.*, 1942, 88, 504-511.—With 187 S's with CA's of 16-52 narcoanalysis was carried out 943 times, average duration being 1½ hours. Revelation of mental mechanism involved was strikingly successful with anxiety neurosis, hysteria, psycho-neurotic anxiety state; fairly successful with puerperal psychosis and depression; and less so with schizophrenia. Use of the technique in cases of possible malingering is suggested.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1176. Boisen, A. T. The problem of sin and salvation in the light of psychopathology. *J. Religion*, 1942, 22, 288-301.—The sense of sin, or guilt, exemplified in the case of an 18-year old boy who after a period of acute anxiety over the problem of masturbation underwent a dramatic conversion experience, is essentially a rupture in the interpersonal relationships as inwardly conceived. It is due to the presence of tendencies which can neither be controlled nor acknowledged for fear of condemnation. Psychotherapeutic procedures have to do with relief from the resulting sense of isolation. The psychotherapist must kindle the patient's faith in himself and help him to deal honestly with his frailties.—A. T. Boisen (Chicago Theological Seminary).

1177. Brickner, R. M. Who are the psychiatric 4F's? *Ment. Hyg., N. Y.*, 1942, 26, 641-645.—Men rejected for army service on account of neurosis should not be resented by the community for their inadequacy or for the possibility that they may be faking. Maligners are fewer than sometimes assumed.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1178. Brody, M. B. A psychometric study of dementia. *J. ment. Sci.*, 1942, 88, 512-533.—Test results on 83 mental hospital patients previously selected and tested (see 16: 3324) are discussed and the following conclusions reached: dementia affects patients in inverse proportion to their pre-psychotic mental level; vocabulary deterioration occurs earlier in dementia than has hitherto been realized; the social incompetence of demented patients cannot be accounted for in such purely cognitive terms as reduction in level of intelligence or in the products of intelligence; study of the psychometric pattern shows a leveling down of abilities in a fashion which obscures the pattern common in normal senility. In dementia there is deterioration in all aspects of the psyche, and the evidence suggests that the cognitive deficiency is subsidiary to the weakness in affective-conative functions.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1179. Carl, G. P. The role of psychometrics in appraisal of mental deficiency. *Nerv. Child*, 1942, 2, 29-36.—"Psychometric data, alone, seldom if ever serve as adequate vehicles of diagnosis or classification, even in frank feeble-mindedness." The author describes the desirable psychometric examination, which includes (1) a Binet-type test, (2) a standardized measure of social competency,

(3) at least one performance test, (4) a self-administering test, and (5) tests of educational comprehension.—*G. S. Speer* (Central YMCA College).

1180. *Córdova y Quesada, A. de. La locura en Cuba.* (Insanity in Cuba.) Havana: Sevane Fernandez y Cia, [1942?]. Pp. 661.—[Abstracted review; original not seen.] In addition to an outline of systematic psychiatry, the author, who is professor of psychiatry at the University of Havana, takes up the special medical and social aspects of insanity in Cuba, the development of the care of mental patients in the island, the effects of revolutions and great swings in economic conditions, and political control of hospitals. The Cuban population, which has not yet attained a definite ethnic type, affords psychopathic situations characteristic of its varied racial components. Examples of mass insanity are described, e.g. the shooting of medical students in 1871 and, most recently, the excesses following Machado's downfall.—*M. E. Morse* (Baltimore, Md.).

1181. *Curran, D. Some experiences amongst naval personnel.* *J. ment. Sci.*, 1942, 88, 494-503.—The chief psychiatrist of the Royal Navy gives figures for the year 1940 of naval cases admitted to hospitals and sick quarters in Great Britain. 72% were psychiatric (mental defect, 3%; psychoses, 7%; psychopathic personality, 5%; neuroses, 57%). 18% were neuropsychiatric and 10% neurological. Percentages sent back to duty are detailed. Described is a recently formed rehabilitation center where cases unfit for sea duty but for whom discharge from the service seems inadvisable are sent, not only because they might be salvaged, but also because of general morale. Of 49 cases who had been in this camp for 3 months or more, 11 were sent to sea duty, 14 to various shore duties, 3 were hospitalized for survey out of the navy, and 1 was discharged. This paper and those by Henderson (see 17: 1202) and Petrie (see 17: 1220) are discussed by W. H. Shipley, who claims that the most significant factor in etiology of military unsuitability is persistent unconscious erotic fixation on the mother. A. P. R. Lewis raises the question of the possibility of psychopathic personality following unrecognized encephalitis.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1182. *Darder, V., & Vaghi Mosquera, D. Factores endocrinos de las psicopatías.* (Endocrine factors in the psychopathies.) *Rev. Psiquiat. Uruguay*, 1940, 5, No. 18.—[Abstracted review; original not seen.] The authors discuss the possible role of the internal secretions in various mental diseases. They conclude that in paranoid states it is reasonable to believe that the endocrine glands may have some part in the formation of the morbid personality. In psychopathic reactions, their role is more evident. These reactions include Bonhoffer's situational psychoses and all those states connected with aggressive social or biological complexes. These may be transient or recurrent, simulating the periodic psychoses. In destructive diseases of

the personality, e.g. schizophrenia, there is no evidence of endocrine etiology, although glandular disturbances may be accessory.—*M. E. Morse* (Baltimore, Md.).

1183. *Dunlap, K. Toward a practical concept of neurosis.* *J. gen. Psychol.*, 1943, 28, 99-109.—Many of the terms of psychology, because of their adoption from other fields and from the vernacular and because of ignorance of their etymological derivations, have many meanings. The terms psychosis and neurosis are discussed in this connection. The author presents 10 clinically founded observations in an attempt to clarify the concept of neurosis. Among them are: that a tendency to introspection is central in neurosis, that perturbation is not neurosis, that emotional shock cannot produce neurosis, that "common maladjustments . . . are not distinguishable from neuroses," that in neurosis there is always a pattern of causes (usually including both mental and physical causes). Therapy is accomplished by negative practice. There is much criticism of the testing approach to the problem.—*C. N. Cofer* (George Washington).

1184. *Durea, M. A., & Bilsky, H. B. An exploratory study of personality characteristics in schizophrenia and manic-depressive psychoses.* *J. gen. Psychol.*, 1943, 28, 81-98.—A test was used which measured (1) things considered wrong; (2) worries, fears, and anxieties; (3) likes and interests; (4) kinds of people liked or admired. Data are presented for 35 schizophrenics, 35 manic-depressives, and 70 adult controls. Parts 2 and 3 elicited many more responses from the psychotics than from the controls, with greatest responsiveness among the schizophrenics. Several methods of analysis were used. Item analysis, based on two methods of determining proportional responsiveness of the groups to items, was conducted, and two lists of items which differentiated between the schizophrenics and controls and two which differentiated between the manic-depressives and the controls are presented. Various interpretative problems are raised.—*C. N. Cofer* (George Washington).

1185. *Eisenson, J., & Wells, C. A study of the influence of communicative responsibility in a choral speech situation for stutterers.* *J. Speech Disorders*, 1942, 7, 259-262.—Stutterers generally perform better in choral reading than when reading alone. The element of responsibility to communicate is usually lacking in choral reading. When the authors introduced this element into choral reading and studied the results, they found an average increase of 60% in stuttering spasms. They used 19 subjects in the experiment.—*C. V. Hudgins* (Clarke School).

1186. *English, O. S. Ideation and trends encountered in psychotherapy of manic-depressive psychosis.* *Arch. Neurol. Psychiat.*, Chicago, 1943, 49, 142-144.—Abstract and discussion.

1187. *Federn, P. Some suggestions on the mental hygiene of soldiers.* *Ment. Hyg.*, N. Y., 1942, 26, 554-559.—Effective protection against fatigue, both

physical and mental, and against acoustic strain is necessary. Civilians can help maintain the mental health of soldiers through letter writing and pampering them on leave.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1188. Finesinger, J. E., Sutherland, G. F., & McGuire, F. F. The positive conditional salivary reflex in psychoneurotic patients. *Amer. J. Psychiat.*, 1942, 99, 61-74.—“The present study is concerned with the formulation of criteria for recognizing and measuring the reflex and present data on the stability of a salivary reflex to an auditory stimulus in 10 psychoneurotic patients.” The 3-10 second short conditional stimuli were re-enforced by 2 cc. of lemon juice. Flow from left and right parotids was recorded independently. The conditional reflex was established in every patient.—*R. Goldman* (Boston Psychopathic Hospital).

1189. Fleeson, W., & Gildea, E. F. A study of the personalities of 289 abnormal drinkers. *Quart. J. Stud. Alcohol*, 1942, 3, 409-432.—Abnormal drinkers admitted to the Psychiatric Clinic of New Haven Hospital, 1932-1941, were studied and written up according to Kahn's concepts of psychopathic personality. 134 were primarily exogenous drinkers, 77 were primary addicts, and 55 were symptomatic drinkers. 68½% of all 289 showed changes characteristic of prolonged use of alcohol. In primary addiction the dependence of the addict on alcohol is *prima facie* evidence of psychopathy. In contrast, exogenous drinkers were, as a rule, reasonably well balanced, and, until secondary addiction obtained, they were able to adjust to their environment with acceptable behavior. In this study there were 2½ times as many psychopathic personalities among the addicts as among the exogenous drinkers.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1190. Ford, C. Some components of “lack of cooperation” among adult patients of a mental hygiene clinic. *Smith Coll. Stud. soc. Work*, 1942, 13, 188-189.—Abstract.

1191. Gallinek, A. Psychogenic disorders and the civilization of the Middle Ages. *Amer. J. Psychiat.*, 1942, 99, 42-54.—Medieval hysteria must be examined as a product of its time. In an era different from our own, hysteria and neurosis influenced the birth of culture and its growth. Those who supported and contributed to this culture frequently hysterized themselves in order to be equal to their task. “The predominantly religious character of medieval culture needed ecstasy and hysteria to produce rapture. Further, a definite type of hysteria evolved, that of visionary revelation.”—*R. Goldman* (Boston Psychopathic Hospital).

1192. Gitelson, M. The critical moment in psychotherapy. *Bull. Menninger Clin.*, 1942, 6, 183-189.—Psychiatry has no place for a crude empiricism “which takes symptoms at their face value and deals with them according to a rule of thumb therapy.” The psychiatrist, operating from a thorough knowledge of the laws of interpersonal

experience and behavior, must quickly penetrate the overt symptoms to a realization of what they imply. By such an intuitive awareness of the basic realities of the patient's problem, the likelihood of a dynamic contact with the intact ego of the patient is increased. The psychiatrist may thus recognize the patient's first critical gestures toward the renewal of a real interpersonal contact and may more effectively mobilize the patient's own powers for recovery. The argument is supported by the case history of a young emigré whose apparent psychosis was seen to involve a severe loss of self-esteem through having to abandon professional study for work as a charwoman in an institution where her specialty was taught.—*W. A. Varvel* (Texas A. & M.).

1193. Goldstein, H. H. Neuropsychiatric evaluation of the potential soldier. *Amer. J. Psychiat.*, 1942, 99, 29-32.—*R. Goldman* (Boston Psychopathic Hospital).

1194. Gordon, A. The psychic component in some somatic disorders. *Dis. nerv. Syst.*, 1942, 3, 390-393.—The psychoneurotics, legion in number, occupy a place between the insane and the normal. Their complexes are not recognized as such by the conscious ego and thus are not controlled; this results in a variety of functional disorders usually referred to the reproductive or digestive system. Treatment which attempts to remove the physical discomfort only accentuates the emotional disorder. “A psychoneurosis can be removed only when the sufferer is shown how to unravel and lay bare the elements of the complexes which are in constant conflict so as to fit him to face himself.” Medical men should approach the phenomena of human life not only from a biological viewpoint, whereby the individual is assisted in adapting to his environment, but also from a psychological viewpoint, through which the individual may become better adjusted to himself.—*C. E. Henry* (Western Reserve).

1195. Hall, J. K. Psychiatry and psychiatrists in the democratic way of life. *Amer. J. Psychiat.*, 1942, 99, 1-7.—A presidential address.—*R. Goldman* (Boston Psychopathic Hospital).

1196. Haller, B. L. Some factors related to the adjustment of psychopaths on parole from a state hospital. *Smith Coll. Stud. soc. Work*, 1942, 13, 193-194.—Abstract.

1197. Halloran, R. D., & Yakovlev, P. I. [Eds.] Seventh postgraduate seminar in neurology and psychiatry, including a review course in military neuropsychiatry, October 3, 1941-April 10, 1942. First semester: Military neuropsychiatry. *Metrop. St. Hosp. coll. Lect.*, Waltham, Mass., 1942. Pp. vi + 250.—This book contains 24 lectures given as a special one-month experimental course in military neuropsychiatry, as a measure of refreshing civilian and military physicians on subjects of primary importance during wartime. Four of the lectures deal with psychometric, psychiatric, and neurological examinations of recruits; 9 deal with clinical psychiatry and neurology, stressing those problems

most frequently encountered in military experience; 5 deal with field neurology, with special emphasis upon neuroanatomy and neurological trauma and infection. The remaining lectures cover: physiology of fatigue, criteria of endurance, physiology of flying, aviation medicine, prevention of accidents, and effects of modern warfare upon civilian population.—*M. H. Erickson* (Eloise Hospital).

1198. Hailoran, R. D., & Yakovlev, P. I. [Eds.] Seventh postgraduate seminar in neurology and psychiatry, including a review course in military neuropsychiatry, October 3, 1941-April 10, 1942. Second semester: General psychiatry. *Metrop. St. Hosp. coll. Lect.*, Waltham, Mass., 1942. Pp. vi + 309.—This volume contains 23 lectures delivered from November 3 to December 12, 1941 as a seminar on general psychiatry intended for state hospital physicians, residents in neurology in general hospitals, and physicians practicing in the community. Representative topics covered are: heredity in nervous and mental disease, organic psychoses, alcoholism, pharmacotherapy and shock therapy, the psychoanalytic point of view, medicolegal problems, electroencephalography, psychoneuroses, the anatomical basis of the emotions, and psychiatric hospital administration.—*M. H. Erickson* (Eloise Hospital).

1199. Harris, W. E. Studies in the psychology of stuttering: XVII. A study of the transfer of the adaptation effect in stuttering. *J. Speech Disorders*, 1942, 7, 209-221.—20 stutterers required to read prose passages repeatedly, showed a steady decrease in the frequency of stuttering. No transfer of this adaptation effect, however, was observed in the conversational speech of the subjects following the readings.—*C. V. Hudgins* (Clarke School).

1200. Hauptmann, A. Group therapy for psychoneuroses. *Dis. nerv. Syst.*, 1943, 4, 22-25.—Group therapy in the form of thought control classes has been successful since its inception in 1930. It consists of informal lectures and talks by the leader to a group of patients, who in turn are encouraged to discuss their own difficulties both with the class and the leader. Self-help and the help and stimulation the patients give one another are fully utilized. Physical relaxation is emphasized. Unsuitable transfer to the physician never occurs. "This method may be employed . . . also in the treatment of war neuroses; with soldiers if neuroses should occur in a great number of cases, and with the civil population in case of emergency."—*C. E. Henry* (Western Reserve).

1201. Hecker, A. O., Plesset, M. R., & Grana, P. C. Psychiatric problems in military service during the training period. *Amer. J. Psychiat.*, 1942, 99, 33-41.—In a military hospital where the ratio of National Guard troops to Selective Service troops was 2.4 : 1 the following ratios were found: psychiatric cases, 1.5 : 1; psychoses, 2.08 : 1; psychoneuroses, 1 : 1.07; constitutional psychopathic states, 3.28 : 1; mental deficiency, 2.1 : 1; and epilepsy,

8 : 1.—*R. Goldman* (Boston Psychopathic Hospital).

1202. Henderson, D. K. Psychopathic states. *J. ment. Sci.*, 1942, 88, 485-490.—A discussion of the social significance of psychopathic states.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1203. Hoedemaker, E. D. Psychologic aspects of heart disease. *Ann. intern. Med.*, 1942, 17, 486-495.—The author reviews some of the recent literature on the relationship between neuroses and heart disease and reports 2 cases each with a neurosis dating from childhood and centering around the Oedipus situation, who developed coronary disease in middle life. Parental quarreling was interpreted as a threat of abandonment. The psychological symptoms appeared to blend into a final organic picture. Even brief psychotherapy gave remarkable symptomatic relief. Although difficult to prove, the suggestion is made that conflict creates a flow of nervous energy to the vasoconstrictor mechanism of the coronary vessels over a long period and thus produces secondary organic changes in them. Further study of the psychosomatic relationships of coronary sclerosis is urgently needed.—*M. E. Morse* (Baltimore, Md.).

1204. Kanner, L. Exoneration of the feeble-minded. *Amer. J. Psychiat.*, 1942, 99, 17-22.—Feeble-mindedness and mental deficiency still persist as generic terms. The fictitious notion of homogeneity and absoluteness in these groups must be exploded. Those not only intellectually deficient but also deficient in every sphere of mentation (idiots, imbeciles) must be distinguished from those unable only to comply with the intellectual requirements of the community but not deficient in all respects. The latter contribute to society by doing the "dirty work." The individual rather than his IQ should be the basis for determining sterilization.—*R. Goldman* (Boston Psychopathic Hospital).

1205. Kasanin, J. Defense reactions in anxiety states of central origin. *Psychoanal. Quart.*, 1942, 11, 493-502.—Central to the problem of any neurosis is the problem of anxiety, of which the important elements are the quality of psychic discomfort, the physiological concomitants involving both the sympathetic and parasympathetic systems, and the psychic perception of the sensations. Two cases are reported, one of a tumor of the adrenal, surgically corrected, which resulted in a reaction of incapacitating anxiety derived apparently from visceral manifestations without comparable affect. The second was that of a tumor destroying the pineal gland and which resulted in a clinical picture of depression but without the subjective perception of such an emotion.—*M. H. Erickson* (Eloise Hospital).

1206. Kennedy, F. The problem of social control of the congenital defective. Education, sterilization, euthanasia. *Amer. J. Psychiat.*, 1942, 99, 13-16.—*R. Goldman* (Boston Psychopathic Hospital).

1207. Krout, M. H. The etiology and therapy of spastic speech. *J. Speech Disorders*, 1942, 7, 193-

208.—The paper reviews theories of causes of stuttering and theories of therapy. Bibliography of 71 titles.—C. V. Hudgins (Clarke School).

1208. Lambruschini, C. Orientaciones neurológicas en psicoterapia. (Neurological orientations in psychotherapy.) *Rev. argent. Neurol. Psiquiat.*, 1940, 5, 219-235.—[Abstracted review; original not seen.] Lambruschini's purpose is to develop a psychotherapy on a neurobiological basis, i.e. with a neurosomatic orientation in contrast to the current purely psychological methods. He emphasizes reflexology and its consequent reaction psychology. His chief methods are hypnosis, hypnotherapy, narcoanalysis, prolonged sleep, autogenous training, and Ainger's compensatory training.—M. E. Morse (Baltimore, Md.).

1209. Leopold, S. Juvenile court aspects in the disposition and care of the feeble-minded. *Nerv. Child*, 1942, 2, 44-46.—Overcrowding in some state institutions and outmoded standards for acceptance in other institutions have presented the juvenile courts with an acute problem in arranging the proper care of mentally defective children. New and uniform committing standards are urged.—G. S. Speer (Central YMCA College).

1210. Lindner, R. M. Experimental studies in constitutional psychopathic inferiority. Part I: Systemic patterns. *J. crim. Psychopath.*, 1942, 4, 252-276.—208 inmates of a federal penitentiary were divided into an experimental group of 105 individuals diagnosed as constitutional psychopathic inferiorities (CPI's) and 103 controls who were serving their first term in prison. Irrespective of age, the records of the CPI's appeared to fall into a demonstrable somatic pattern, substantially different and immediately distinguishable from that of the controls. The CPI's remained "in a fairly high state of tensional apprehension following the *crux* of an 'emotional' experience": they breathed less deeply than the controls and showed increased facility in reverting to a normal mode of physiological functioning at the end of an emotionally charged episode. No statistically significant differences were revealed with respect to an appreciation of the significance of the emotional situation, irregularity of pulse beat, and frequency of respiratory responses.—P. S. de Q. Cabot (Simmons).

1211. Martínez, A. La vitamina B₁ en los síndromes confusionales. (Vitamin B₁ in confusional syndromes.) *Arch. Hosp. Rosales*, 1941, 33, 246-248.—[Abstracted review; original not seen.] Martínez has found that vitamin B complex has a specific action in the psychotic states accompanying pellagra and is also beneficial in confusional syndromes of other origin.—M. E. Morse (Baltimore, Md.).

1212. Mira y López, E. Diagnóstico diferencial de los llamados "estados depresivos." (Differential diagnosis of so-called "depressive states.") *Rev. Oral Cienc. Méd.*, 1941, 6, 199-208.—[Abstracted review; original not seen.] The author proposes to revise the concept of depressions so as to denote not only the clinical form but also the causal

constellation of factors, and to indicate the appropriate therapy. He differentiates the following forms: symptomatic, in direct relationship to an organic cause; simple affective, with conservation of vital activities but no insight, the chief complaint being lack of feeling; melancholic depression, in which there is no real sadness but "rage against self," with self-accusations and nihilism; the agitated, anxious form, with no insight into the rigid somato-psychic disturbances; reactive depression; the abulic type (what's the use?), in which social factors are important and there is a lowering of ethical standards; and schizophrenic depression, a true retraction through inhibition of psychic energy, ending in catatonic stupor.—M. E. Morse (Baltimore, Md.).

1213. Moore, M. What can psychiatry do to prevent neurosis? *Med. Clin. N. Amer.*, 1942, 26, 1619-1636.

1214. Moore, N. P. A study of pathological drunkenness. *J. ment. Sci.*, 1942, 88, 570-574.—Correlation between psychotic outbursts and alcohol seeming absolute in a case of an adult male, he was twice given 7½ grains of sodium pentothal intravenously. Repetition of the outbursts occurred immediately. Hyperventilation also produced similar results. Alcohol is not a specific excitant in this case, but any drug which has a similar inhibitory action on the higher cerebral centers will liberate the psychotic behavior.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1215. Moura, J. Consideraciones en torno do problema anatómico da esquizofrenia. (Considerations on the anatomical problem of schizophrenia.) *Arch. bras. Neur. Psiquiat.*, 1940, Nos. 1 & 2, 58-69.—[Abstracted review; original not seen.] Moura's conclusions are that as yet no pathognomonic histological lesions have been found in schizophrenia. Nevertheless, the nonspecific lesions present indicate the organic nature of the disease, although they are not the cause of the syndrome and the characteristic dementia.—M. E. Morse (Baltimore, Md.).

1216. Orlando, R. Problemas actuales de la parálisis general. (Current problems in general paralysis.) *Index Neurol. Psiquiat. B. Aires*, 1941, 3, 41-40.—Orlando discusses the contributions to the paresis problem by depth psychology and the newer mental tests. The basic psychological characteristic is the attack on the central nucleus of the personality. The role of the organic lesion is limited to initiating a nonspecific regression to primitive levels. Paresis should be interpreted as two psychological processes: dementia, a necessary preliminary, and a latent functional psychosis precipitated by it. Their interrelationship gives the various clinical pictures. When dementia is marked, the simple form of paresis develops; when it is milder, the psychotic aspects predominate. The analytic interpretations are reviewed. The Rorschach, Babcock, and Szondi tests do not demonstrate much improvement after treatment or during remissions. Mira's decortication test, specific for dementia in

general but not for paresis, is one of the most sensitive methods for demonstrating mild cortical lesions and separating the dementia from the psychosis. Studies on conditioned reflexes in paresis are promising. None of these tests are yet routine, although they are entirely practicable and are necessary for determining the quantitative aspect of remissions, a still unsolved problem, but especially important in estimating social behavior.—*M. E. Morse* (Baltimore, Md.).

1217. *Page, L. G. M.* The psychosis of association. *J. ment. Sci.*, 1942, 88, 545-549.—A case of *folie à trois* is presented, consisting of three brothers (two of whom were simultaneously affected by their younger brother) and their mother, all of whom were committed to an institution on the same day. Criteria for this case are reviewed from Coleman and Last (see 14: 1351).—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1218. *Payssé, C.* Conceptos actuales de la histeria. (Current theories of hysteria.) *Rev. Psiquiat. Uruguay*, 1940, 5, 61-74.—[Abstracted review; original not seen.] Payssé reviews the present concepts of hysteria and favors that of Hesnard, which reconciles the exclusively organic and purely psychogenic viewpoints. The clinical expression represents a disturbance of the life of emotional relationships.—*M. E. Morse* (Baltimore, Md.).

1219. *Pearson, G. H. J.* The psychopathology of mental defect. *Nerv. Child*, 1942, 2, 9-20.—The principal defect of the mentally defective person is in the structure of the ego, and consequently of the superego; the id is seldom involved. These defects result in relative failure of repression, inhibition, and sublimation; and consequently greater difficulty in the development of social control of aggressive impulses. The mentally defective child is less secure in his parents' love, finds it more difficult to identify with the parents, and thus retains his ambivalent attitude toward them longer than the normal child. The resulting criticism from the parents serves to increase his feelings of inferiority, insecurity, and lack of love. These feelings are further increased at school age, when his ego defects cause him to be scorned and criticized by normal associates. The response may be either various forms of aggressive behavior or varieties of withdrawal. Adequate treatment must consider the needs for love and acceptance, and development of ego skills.—*G. S. Speer* (Central YMCA College).

1220. *Petrie, A. A. W.* Types of psychopathic personality. *J. ment. Sci.*, 1942, 88, 491-493.—In addition to Henderson's three types: aggressive, inadequate, and creative, Petrie lists the exhibitionist, the sexual group, the escapist, and the group who seek safety behind a religious guise.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1221. *Rapoport, J.* A case of necrophilia. *J. crim. Psychopath.*, 1942, 4, 277-289.—This is a description of the behavior of a 38-year old necrophiliac whose perversion appeared 6 years after the death of his foster mother. After visits to

funeral parlors sexual stimulation was followed by masturbation. The perversion enabled the patient to compensate for rather than succumb to the loss of his mother; some of the characteristics of mania were similar to the patient's necrophilic tendencies.—*P. S. de Q. Cabot* (Simmons).

1222. *Rice, O. R.* Religion and the church in relation to alcohol addiction. I. Religious resources in the treatment of alcohol addiction. *Quart. J. Stud. Alcohol*, 1942, 3, 393-399.—Resources of value as adjuncts in the treatment of alcohol addiction are found in sound religious practice, in sound theology, in the social and group activities of parochial life, and in the intelligent pastoral ministry. Three cases are given as illustrative of the use of these resources.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1223. *Rotter, J.* A working hypothesis as to the nature and treatment of stuttering. *J. Speech Disorders*, 1942, 7, 263-288.—Clinical, experimental, and purely rational evidence is advanced and discussed in favor of a hypothesis which represents a framework in which stuttering as well as other behavior disorders may be viewed. Therapy based upon these formulations is elastic and suited to the individual as a whole and not simply to the single symptom of stuttering. It attempts to cure stuttering without relying on any techniques which are concerned purely with the mechanics of speech production.—*C. V. Hudgins* (Clarke School).

1224. *Sacks, J., & Maier, N. R. F.* Studies of abnormal behavior in the rat. XI. Factors that influence the type of reaction to metrazol. *J. comp. Psychol.*, 1942, 34, 331-340.—Convulsive thresholds to metrazol were determined for stable and unstable strains of rats (as defined by their susceptibility to audiogenic seizures), some members of each strain having been previously tested for their susceptibility to audiogenic seizures. The results indicate: (1) "Previous metrazol-induced convulsions cause (a) the convulsive threshold for metrazol to fall to a lower and more stable level and (b) the form of the convulsion to become more elaborate." (2) The same generalization holds, but to a lesser extent, for animals that have experienced previous convulsions auditorily induced. This effect is noticed in the metrazol threshold and the convulsive pattern in the unstable strain and in the pattern only in the stable strain. (3) "Exposure to auditory stimulation without resulting abnormal behavior is less effective than sound induced seizures in altering the reaction to metrazol, but nevertheless it produces a significant effect on the unstable strain." It is concluded that there is a general instability of the unstable strain and that the susceptibility to audiogenic and to metrazol-induced seizures are related but independent hereditary factors.—*L. I. O'Kelly* (U. S. Army).

1225. *Selling, L. S.* The public health significance of mental hygiene problems appearing in criminal and traffic courts. *Med. Rec., N. Y.*, 1942, 155, 533-537.—A brief review is given of the work of

the Psychopathic Clinic of the Recorder's Court of Detroit, Michigan, illustrative clinical cases are cited, and special emphasis is placed upon the importance of mental hygiene measures in the handling of problems of public health.—*M. H. Erickson* (Eloise Hospital).

1226. Senear, F. E., & Shellow, H. Neurotic excoriations. *Arch. Derm. Syph.*, Chicago, 1942, 46, 824-828.

1227. Sloane, P. Incest and its effect on the participants. *Arch. Neurol. Psychiat.*, Chicago, 1943, 49, 144-145.—Abstract and discussion.

1228. Straus, E. Psychology of phobias. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 196.—Abstract.

1229. Throckmorton, T. P. Psychotherapy in general medicine and surgery. *Illinois med. J.*, 1942, 82, 460-466.

1230. Turner, W. J. Some dynamic aspects of alcoholic psychoses. *Amer. J. Psychiat.*, 1942, 99, 252-254.—Patients undergo manifestations of more than one type of alcoholic psychosis in the course of recovery. Terminology now in use should be modified to reflect the dynamic aspects of the condition seen. "Included in the diagnosis should be the etiological agent, the resulting general physiological effect (e.g. avitaminosis), the maximum extent of clinical severity (e.g. stupor) and the maximal improvement reached (e.g. delusional state)."—*R. Goldman* (Boston Psychopathic Hospital).

1231. Voelker, C. H. A new therapy for spasmodemia on Gestalt principles. *Arch. Pediat.*, 1942, 59, 657-662.—An abbreviation of the literature on spasmodemia is presented which discusses the remedial techniques, characteristics, and personality disorders developing from this speech disability. The author offers a new therapy which has been "developed in accordance with the principles of Gestalt psychology, and is to be applied to develop normal speech patterns in interorganismic interaction in speech situations." Results with 66 patients show 63 dismissed as corrected. The important aspects of the therapy are reported.—*A. Weider* (New York University).

1232. Wegrocki, H. J. Psychiatric teaching and the prejudice of the organic. *J. Ass. Amer. med. Coll.*, 1942, 17, 359-363.—Psychology is the borderline discipline most exposed to criticism from the biological, organic side, as is best seen in the peculiarly obtuse attitude of the medical student. The chief reasons for this are his premedical biological training, insufficient cultural background, and the fact that college psychology seems purely academic. Psychiatry is a picture of confusion, instability, and mystery. Although the intuitively gifted practitioner acquires much insight through experience, he is not especially interested in integrating it theoretically with medical knowledge. The lack of a psychobiological approach is a special hindrance to research on abnormal behavior and problems requiring integration of psychiatric, psychological, and social factors.—*M. E. Morse* (Baltimore, Md.).

1233. Weiss, B. P. Alcoholism and its management. *Med. Rec.*, N. Y., 1942, 155, 527-531.—Asserting that alcohol accounts for 75% of all crimes and a great proportion of mental disorders, suicide, death, poverty, sexual excess, venereal disease, and dissolution of families, the author offers a general discussion of alcoholism and its treatment. He divides abnormal drinkers into 3 types, the true dysomaniac, the symptomatic dysomaniac, and the pseudo-dysomaniac, and states that, "treatment should consist of a comprehensive re-educational program, including psychological and psychotherapeutic approach and a complete physical survey."—*M. H. Erickson* (Eloise Hospital).

1234. Wood, M. L. Family relationships in homes containing a subnormal child and siblings. *Smith Coll. Stud. soc. Work*, 1942, 13, 204-205.—Abstract.

1235. Zurukzoglu, S. Die zwei Hauptpfeiler des Kampfes gegen die Alkoholgefahren. (The two main pillars of the fight against the dangers of alcohol.) *Gesundh. u. Wohlf.*, 1941, 21, 363-364.—[Abstracted review; original not seen.] Two causes of excessive drinking are: (1) occupation, social customs, or bad example, the approach to which is education; (2) inner psychological reasons or conflicts, the preventive approach to which is also educational, but hospitals and institutions are necessary because of the inadequacy of such prevention.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

[See also abstracts 1065, 1128, 1130, 1141, 1147, 1153, 1161, 1237, 1238, 1278, 1282, 1290, 1322, 1352, 1373, 1377, 1389, 1397, 1400, 1402, 1403, 1405, 1408, 1415.]

PERSONALITY AND CHARACTER

1236. Crook, M. N. A retest with the Thurstone Personality Schedule after six and one-half years. *J. gen. Psychol.*, 1943, 28, 111-120.—52 college girls were tested in the freshman year and retested 6½ years later, with practically the same results. Of the 17.2% of items changed, 62.8% neutralized each other in effect on individuals' scores. "Reliability of change in score was .83. Correlation between test and retest was .56. In terms of raw scores, the average arithmetic magnitude of change in score (difference score) per subject was approximately one PE of the distribution of the first testing. Correlation between first testing and change in score was -.53, between first testing and arithmetic magnitude of change in score, .57. Amount of change per item correlated with incidence of diagnostic response on item to the extent of .86. . . . Amount of change and incidence are determined in part by certain properties of the item which operate to introduce chance factors. . . . Items of greatest net minus change (favorable direction) show an emphasis on self-consciousness in social situations; those of greatest plus change (but of similar incidence to the minus items) show an empha-

sis on childhood and family adjustments. This difference between plus and minus items fits plausible assumptions about psycho-social developments during the college years."—C. N. Cofer (George Washington).

1237. Dunham, H. W. War and personality disorganization. *Amer. J. Sociol.*, 1942, 48, 387-397.—The short period since our entrance into the war provides a perspective for only a tentative evaluation of the effect of the war in terms of personality disorganization. On the basis of certain current observations an attempt is made, however, to show the manner in which different segments of the population have reacted psychologically to the war. While there appears to be only slight reflection of the war as registered in first admissions to mental hospitals, it is of some significance that the mental disease rate has increased somewhat in two coastal states, New York and Washington, while a downward trend is noted in the middle west. Certain evidence indicates that a high state of national morale tends to offset the development of mental afflictions during wartime. As a summary to the current appraisal 5 hypothetical propositions are suggested which might prove useful as a starting point for research in this area.—D. L. Glick (Arlington, Va.).

1238. Ehrenfeld, H. J. Changing character through corrective surgery. *Med. Rec., N. Y.*, 1942, 155, 531-533.—The author offers a brief general discussion of the importance of physical defects in causing mental maladjustments and the psychotherapeutic effects of surgery in correcting physical defects.—M. H. Erickson (Eloise Hospital).

1239. Harrison, R. The Thematic Apperception and Rorschach methods of personality investigation in clinical practice. *J. Psychol.*, 1943, 15, 49-74.—The Thematic Apperception and Rorschach methods of personality investigation can be used to supplement each other in clinical practice. Thematic story analysis helps to uncover significant personal content material, while the Rorschach gives a more formal, structural description of the personality. The results of testing a mental hospital patient by both methods are presented and discussed along with the patient's case history.—R. B. Ammons (San Diego).

1240. Hopkins, P. Observations on some criminal and pathological traits in the dictators. *J. crim. Psychopath.*, 1942, 4, 243-251.—An analysis of the personalities and life histories of Hitler and Mussolini reveals striking similarities with felonious criminals in respect to a preference for lawless methods of achieving objectives, attitudes towards property, and pathological lying. Both dictators are abnormal in 4 subjective aspects: sado-masochism, narcissism, disguised scopophilia, and an unhappy childhood "in which a brutal father played his role in developing that hatred which the dictators are venting upon humanity."—P. S. de Q. Cabot (Simmons).

1241. Reichard, J. D. The riddle of human behavior. *Probation*, 1942, 21, 39-46.—Personality is

the product of environment, heredity, and the reactive tendencies developed through their interplay. It has 4 levels: structural, physiological, psychological, and social. Vulnerable personalities, which differ from normal personalities only in degree, are of 7 types: crippled, stupid, lonely, queer, moody, frustrated, and perverse. These types are described in terms of background, kinds of psychoses with which they are associated, and the kinds of behavior they exhibit. Psychogenic explanation of behavior delays real understanding; organic explanation will ultimately lead to success.—G. S. Speer (Central YMCA College).

1242. Richards, T. W., & Ellington, W. Objectivity in the evaluation of personality. *J. exp. Educ.*, 1942, 10, 228-237.—The basic technique employed in this study was an analysis of intercorrelations among the ratings made by the single rater on several personality characteristics. Consistency of pattern for individual raters and degree of agreement among raters were also studied. The technique and findings throw light on the nature of the factors, like the halo effect, which affect the reliability of measurement, and suggest a means whereby the functioning psychology of the individual may be analyzed for its basic framework.—H. W. Karn (Pittsburgh).

1243. Sanford, F. H. Speech and personality. *Psychol. Bull.*, 1942, 39, 811-845.—This paper is concerned with the existence, consistency, and significance of individual differences in the mode of verbal expression. It purports to review the relevant researches, to assay the fruitfulness of this general area of research, and to point out significant problems. A section dealing with backgrounds precedes the researches which appear under these topics: (1) studies of literary style, (2) types of speech and types of thought, (3) the language of the child, (4) semantics and the individual, (5) diagnostic significance of specific linguistic constructions: the verb-adjective ratio, (6) effective speech and effective personality, (7) speech in psychopathology, (8) voice and personality, and (9) disorders of speech. The author says in summary that there are many indications that language is a vehicle of personality as well as thought, effective speech going hand in hand with effective personality. The problems in this field are still more numerous than the facts. Bibliography of 106 titles.—F. McKinney (Missouri).

1244. Skaggs, E. B. Some critical comments on theory of personality. *Psychol. Rev.*, 1942, 49, 600-606.—The two major problems of personality theory are the development of adequate functional units and their adequate synthesis into a total organization. The first can be answered either in observable terms or in terms of an inferred inner psycho-neural organization. Allport has chosen the latter and has made the trait his unit. Some limitations are suggested to this. The second problem, regarding integration, Allport has only partially met, by asking for a 'frankly psychological approach,' because the psychological is merely an emphasis of the conscious and behavioral aspects of the physio-

logical. A criterion of unity has still to be agreed upon. Whatever it will be, it should be uni-dimensional, for practical and clinical as well as theoretical reasons.—A. G. Bills (Cincinnati).

1245. Tranque García, F. Color y claroscuro en el "test" de Rorschach. (Color and black-white contrast in the Rorschach test.) *Psicotecnia*, 1942, 3, 428-433.—Descriptive account of affective distinctions said by Rorschach students to correlate with differential responses to colored test figures.—H. D. Spoerl (American International College).

1246. Ullman, R. R. Change in personality trait ratings during attendance at college. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 211.—Abstract.

[See also abstracts 1173, 1184, 1189, 1220, 1286, 1336, 1398.]

GENERAL SOCIAL PROCESSES

(incl. Esthetics)

1247. Barkley, K. L. Changes in students' attitudes during four years in college. *J. Elisha Mitchell sci. Soc.*, 1941, 57, 210.—Abstract.

1248. Bartlett, F. C. La propaganda política. (Political propaganda.) (Trans. by F. Giner de los Ríos.) Mexico, D. F.: Fondo de Cultura Económica. Pp. 148. \$2.00.—See 15: 936.—H. D. Spoerl (American International College).

1249. Benedict, R. Raza: ciencia y política. (Race: science and politics.) (Trans. by E. de Champourcin.) Mexico, D. F.: Fondo de Cultura Económica, 1941. Pp. 213. \$3.00.—See 14: 6066.—H. L. Ansbacher (Brown).

1250. Boone, W. H. Problems of adjustment of Negro students at a white school. *J. Negro Ed.*, 1942, 11, 476-483.—Adjustment problems of economic, social, academic, and mental health nature are discussed.—C. Glick (Brown).

1251. Boynton, P. L., & Mayo, G. D. A comparison of certain attitudinal responses of white and Negro high school students. *J. Negro Ed.*, 1942, 11, 487-494.—A test of 24 items was administered to white and Negro boys and girls in 4 West Tennessee high schools to determine attitudinal differences regarding Negro-white relations. The differences as measured by the test were more pronounced with regard to social relations of the two groups than with regard to other factors measured. Sex differences were not significant. Differences were greater in the older age groups, due more to changes in the older Negroes' attitudes than to those of the older whites.—C. Glick (Brown).

1252. Burgess, E. W. The effect of war on the American family. *Amer. J. Sociol.*, 1942, 48, 343-352.—Among the more observable effects of war on the family are the transfer of young men from civilian to military life, with a consequent increase in socially disapproved forms of behavior; the entrance of women into industry to replace the men, with an accompanying neglect of small children and an increase in juvenile delinquency; and changes in

marriage, divorce, and birth rates. More profound effects of the war upon the family include intensification of the trend toward the companionship type of family; a further rise in the status of women; further losses of family function, with the increasing use of nursery schools for the rearing of preschool-age children and the extension of governmental provision for family security; further liberalization of the code of sexual morality; and an increase in family instability as an accompaniment of the transition from the institutional to the companionship type of family.—D. L. Glick (Arlington, Va.).

1253. Daniel, W. J. Cooperative problem solving in rats. *J. comp. Psychol.*, 1942, 34, 361-368.—"To investigate the development of cooperative behavior in rats 6 pairs of rats were put into a double motive problem situation (feeding and avoiding shock) requiring the co-ordinated efforts of both animals for its adequate solution. Each rat was individually trained to feed when the grid floor was not electrified, and when it was charged to go to a platform which shorted out the grid floor when a rat stepped on it. The rats were then paired, and the problem was to discover if cooperative behavior would be obtained when two rats were put into a double motive situation in which the satisfaction of both of these motives is contingent upon the behavior of both animals. One rat of a pair had to run to a platform which shorted out the electrified floor grid of a feeding box in order that a second rat might feed." The rats learned the problem sufficiently for each to become adequately fed during each session. They showed learning in avoidance of shock and in taking turns at the reward and the platform in such a way that very little time was spent by both on the platform. "Cooperative behavior has been apparently established."—L. I. O'Kelly (U. S. Army).

1254. Dennis, W. The performance of Hopi children on the Goodenough Draw-a-man Test. *J. comp. Psychol.*, 1942, 34, 341-348.—The author administered the Goodenough Draw-a-man Test to 75 girls and 77 boys from Hopi Indian schools, in an attempt to gain an estimate of their intelligence in which they would not be under an environmental handicap. He found an average IQ for the girls of 99.5, for the boys of 116.6, and for the group as a whole of 108.3. "The difference between the sexes is interpreted as due to the fact that graphic art is traditionally a masculine interest in Hopi culture, and that hence boys develop a greater interest in art and engage in more practice than do the girls." Among the 6-year-olds most of the drawings showed generalized human figures with few representations of culture traits. In the 10-year group approximately one third of the subjects drew figures in which cultural attributes could be recognized. Thus the drawings show an increase in socio-differentiation with age.—L. I. O'Kelly (U. S. Army).

1255. Dudycha, G. J. Attitudes toward war. *Psychol. Bull.*, 1942, 39, 846-860.—The article (1) presents a summary of studies dealing with attitudes toward war exclusive of public opinion polls and (2)

indicates the trend of the thinking and the evaluation of such data as these studies present. In most of the studies the subjects are college students. The Drobis and Peterson scales are the most frequently used instruments. Results include findings from all methods, with both sexes, and over varying periods of time in recent history. The author questions the relative merits of the single continuum scale of Thurstone and calls attention to the theory of multiple continua proposed by Jones. 35 references.—*F. McKinney* (Missouri).

1256. Elkin, A. P. **Our opinions and the national effort.** Sydney: Australasian Medical Publishing Co., 1941. Pp. 80.—For this survey of Australian opinion on various aspects of the war effort, opinions were obtained from various segments of the population on such things as the validity of Allied war aims, willingness to participate personally in civilian war projects, satisfaction with the government's conduct of the war, the adequacy and reliability of the news. The author concludes that the Australian public was, at the time of the survey (summer of 1941), far from united and not wholeheartedly behind the war effort.—(Courtesy *Publ. Opin. Quart.*).

1257. Field, H. H., & Connelly, G. M. **Testing polls in official election booths.** *Publ. Opin. Quart.*, 1942, 6, 610-616.—An experiment of the National Opinion Research Center is reported in which the opinions from a sample of the electorate of Boulder, Colorado, were compared with opinions on identical questions presented to all voters in the official polling stations of that city on the election day. On three questions of public issue the survey predicted the polling station results with reasonable accuracy, and the outcome of two political contests was predicted almost exactly. The value of the experiment, possible reasons for discrepancies, and principal shortcomings of the study are discussed.—*H. F. Rothe* (Minnesota).

1258. French, J. R. P., Jr. **Experimental study of group panic.** *J. Elisha Mitchell sci. Soc.*, 1941, 57, 195.—Abstract.

1259. Golightly, C. L. **Negro higher education and democratic Negro morale.** *J. Negro Ed.*, 1942, 11, 322-328.—An inherent contradiction in the Negro's relationship to American life in general and to the democratic ethic in particular is expressed in the antithesis between the concepts Negro morale and democratic morale. Since morale is defined in terms of groups and goals, the term Negro morale indicates racial determination aimed at the achievement of racial goals. Hence low democratic morale among Negroes may be high Negro morale. A task of Negro higher education is the changing of Negro morale into democratic morale, but the task is extremely complicated because of the inconsistency between the segregated status of Negro colleges and the function of fostering universal-mindedness. The chief difficulty in fostering democratic morale in Negro youth is their lack of experience in genuine

democracy. Democratic educative administration and teaching can provide democratic values and group solidarity. Education of Negro youth must also prepare them to cope with racial barriers, to be aware of their special problems and the possibility of their ultimate solution, and to see the relation of their problems to those of the weak and oppressed everywhere.—*C. Glick* (Brown).

1260. Gordon, H. C., & Davidoff, P. **Honesty of pupils in answering adjustment questionnaires.** *Sch. & Soc.*, 1943, 57, 54-56.—The Washburn Social Adjustment Inventory contains certain questions on which a truthfulness (*t*) score is based. The expectation is that only 5% will have so high a *t* score that their other answers will have to be discarded as unreliable. When the inventory was administered in Philadelphia junior high schools with special emphasis on the directions which stress accuracy, the percentage of high *t* scores was 15; without this emphasis it was 26. The papers of some of the best and most popular children had to be discarded. A follow-up study by a psychologist showed that pupils lie (on paper) to win approval or in fear that true answers might be used against them. The implications are that (1) many guidance records are less accurate than supposed, (2) children are lacking in confidence in teacher and school, and (3) pupils need better adjustment to a social environment that differentiates between kinds of falsehoods. In all cases there should be not only intellectual conviction but a natural emotional reaction to tell the truth.—*M. Lee* (Chicago, Ill.).

1261. Henderson, E. H. **Towards a definition of propaganda.** *J. Elisha Mitchell sci. Soc.*, 1941, 57, 211.—Abstract.

1262. Kempf, E. J. **The significance of the plastic bisexuality of man for the medical and social sciences.** *Med. Rec.*, N. Y., 1942, 155, 491-494.—The author discusses civilization as largely the product of that part of man's energies that has been diverted from easy, direct, promiscuous sexual use, through more or less repression, towards indirect, sublimated ways of working for more highly developed and more completely attractive sexual objectives and reproduction. The decline and fall of civilization attends unrestrained sexual promiscuity and perversity, while nations rise in power under the suppressive and sublimating effects of severe monogamy. Since there now exists a machine era which will effect a complete alteration of the social order, there is a need to develop an entirely new system of sexual life, recognizing in so doing the essential bisexuality of the human being.—*M. H. Erickson* (Eloise Hospital).

1263. Lerner, E. **Preface to the psychology of peace and reconstruction.** *J. Psychol.*, 1943, 15, 3-25.—Ten assumptions concerning postwar planning or goals are presented. These are evaluated in terms of pertinent available clinical and research evidence, and are found to be in accord with findings regarding individual and public mental health. Psychological or related techniques are discussed

in terms of their adaptability for the attainment of postwar goals. A considerable number of methods seem promising, and it appears urgently desirable to adopt such techniques and to train personnel in their application under likely field conditions.—*R. B. Ammons* (San Diego).

1264. Maier, N. R. F. The role of frustration in social movements. *Psychol. Rev.*, 1942, 49, 586-599.—The author first establishes the contrast between frustration and motivation, showing that the former leads to aggressive behavior, regression, and fixations and stereotyped patterns, and that the same habits, when formed under conditions of frustration have basically different properties than when formed under motivating conditions. He next applies this to an interpretation of two opposite sorts of social movement, the kind resulting from frustration, typified by Nazi Germany, with its regression from a complex to a primitive civilization, its senseless aggressive destructive tendencies, and blind following of a leader, versus the democratic or goal motivated kind, typified by complexity of goals, criticism of its leaders, and a constructive program. Lastly, he draws 11 implications of this analysis, by which its validity can be tested. The frustration-produced social movements like fascism are more powerful and hence more to be feared than the goal-motivated type like that of Russia.—*A. G. Bills* (Cincinnati).

1265. Martin, A. R. The prevention of panic. *Ment. Hyg., N. Y.*, 1942, 26, 546-553.—Panic is not inevitable, as man's capacity to cope with fear is more susceptible to control by social attitudes than we realize. As being caught unaware is a major cause of panic, the truth about everything must be told and accepted. Disorganization in the normal routine of living is more a factor predisposing to panic than actual air raids. The best preventives are those directed toward giving people a feeling that they are being helpful.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1266. Menzies, R. Minnesota-Scale morale and adjustment of young men and women as related to economic and social conditions in an urban environment. *J. Psychol.*, 1943, 15, 115-127.—A questionnaire dealing with employment, family, education, religion, and other socio-economic circumstances, and the Short Form of the Minnesota Scale for the Survey of Opinions were given to 177 young men and women in an urban area: 61 NYA employees and the remainder members of youth clubs. Morale and adjustment scores were compared for various groups. Subjects from relief families showed lower morale and less favorable adjustment than those from non-relief families; privately employed showed higher morale than students and NYA subjects; and NYA subjects showed less favorable adjustment than those privately employed.—*R. B. Ammons* (San Diego).

1267. Office of Opinion Research. Gallup and Fortune polls. *Publ. Opin. Quart.*, 1942, 6, 650-665.—A compilation, topically arranged, of poll results released by the AIPO, the CIPO, and *Fortune*, for

the period July through September, 1942.—*H. F. Rothe* (Minnesota).

1268. Pearson, G. H. J. Reactions of people to the war. *Arch. Neurol. Psychiat., Chicago*, 1943, 49, 140-142.—Abstract and discussion.

1269. Preston, M. G. The experience theory of the social attitudes. In *Clarke, F. P., & Nahm, M. C., Philosophical essays in honor of Edgar Arthur Singer, Jr.* Philadelphia: University Pennsylvania Press, 1942. Pp. 138-160.—The doctrine of past experience and the law of frequency alone are inadequate explanatory concepts and have been met with increasing skepticism in recent years. Studies are reviewed which indicate the effect of intra-individual factors in memory, and these factors are also active in the formation of social attitudes. Studies are described which indicate that attitudes exhibit a marked lability to the field in which they have made their appearance. Observations indicate that frequency of repetition has little to do with the origin and formation of social attitudes and that the dynamical state of the individual must be thoroughly explored. The application of the collected results to the field of propaganda is discussed. Bibliography.—*T. G. Andrews* (Barnard).

1270. Rashevsky, N. Further studies on the mathematical theory of interaction of individuals in a social group. *Psychometrika*, 1942, 7, 225-232.—A type of interaction of two active groups is considered, in which the opposition of each group increases as the success of the other increases. Some possible applications of this situation are discussed.—(Courtesy *Psychometrika*).

1271. Rigg, M. G. The expression of meanings and emotions in music. In *Clarke, F. P., & Nahm, M. C., Philosophical essays in honor of Edgar Arthur Singer, Jr.* Philadelphia: University Pennsylvania Press, 1942. Pp. 279-294.—Description is given of the general concepts of musical expression and some of the difficulties involved. Experiments are described which attack the problem, and it was found that there are certain characteristics of music which suggest different emotional qualities. These qualities are further described and analyzed.—*T. G. Andrews* (Barnard).

1272. Smith, J. S. Broadcasting for marginal Americans. *Publ. Opin. Quart.*, 1942, 6, 588-603.—This is a second report of the radio listening habits in Boston's "Little Italy," the North End (see 16: 1585). Detailed studies of 62 cases reveal 7 types of adjustment by Italian newcomers to this country. On the whole, these marginal Americans tend to retreat into their little community rather than to participate in the greater world around them. The local radio stations have failed to aid in their Americanization and in disseminating news to them. "But the answer is not to stop broadcasting in Italian (this is probably true of other foreign languages as well) but to encourage broadcasters to adopt a constructive attitude toward their public."—*H. F. Rothe* (Minnesota).

1273. Smith, M. War attitudes in peace and war. *Sch. & Soc.*, 1942, 56, 640-644.—Attitude toward war of students in elementary sociology was measured by the Thurstone scale in fall (Form A) and in spring (Form B) from 1932 through 1942. Changes in mean scores during this period were found related to changes in the general social situation. The lowest scores, signifying mild pacifism, occurred at the beginning and end of the series, and the high point in pacifism, in spring, 1938. The spring scores were with one exception higher than the fall scores. In 1942, after the United States had entered the war, this shift, though still apparent, was much reduced. The A scores for women were more consistent and higher than those for the men, but the difference between A and B scores was the same, except in the final wartime year when the women changed less in a pacifistic direction than the men. The students' estimated attitudes were much more favorable to pacifism than their measured ones, which may mean that a shift has occurred in the meaning of terms as a result of a change in the whole psycho-social situation.—*M. Lee* (Chicago, Ill.).

1274. Travers, R. M. W. Who are the best judges of the public? *Publ. Opin. Quart.*, 1942, 6, 628-633.—The conclusions of a series of researches concerning the qualities that characterize good and poor individual judges of public opinion are presented. A main determinant of the individual's judgment of a group is his own opinion or knowledge with respect to the item being judged. It may be that he projects his own opinion on to his social environment, or perhaps he identifies the opinion of a large group with that of a small group that he knows personally. Ability to judge public opinion is apparently unrelated to intelligence, and the best judges tend to have slightly better adjusted personalities than have the worst judges.—*H. F. Rothe* (Minnesota).

1275. Wheeler, L. R. A comparative study of the intelligence of East Tennessee mountain children. *J. educ. Psychol.*, 1942, 33, 321-334.—Group intelligence tests were administered to over 3000 children in 40 mountain schools of East Tennessee and the results compared with those obtained with respect to children in the same areas and largely of the same families similarly studied 10 years earlier. The economic, social, and educational status of these sections is believed to have been improved during the 10-year period. Children tested in the new study were superior at all ages and all grades. The median IQ of the total 1930 group was 82; the median IQ for the 1940 group was 93. As in the earlier study, median IQ's decreased with age; the new data yielded a median IQ of 102.6 for the 6-year olds and of 81.3 for the 15-year olds. "Intelligence, as measured by these tests, may be improved with an improvement in educational and general environmental conditions."—*D. G. Ryans* (Cooperative Test Service).

1276. Williams, D. Basic instructions for interviewers. *Publ. Opin. Quart.*, 1942, 6, 634-641.—

This is a reproduction of the basic instructions used by the interviewers of the National Opinion Research Center as a guide to their interviewing techniques. Topics covered include selection of respondents, approach, attitude, types of answers, place of interview, and supplementary information.—*H. F. Rothe* (Minnesota).

1277. Young, F. M. The psychological effects of war upon college students. *J. Psychol.*, 1943, 15, 75-97.—Junior and senior college students at the University of Georgia filled out in February and again in May, 1942, a 29-item questionnaire regarding their behavior and attitudes concerning and as affected by the war. A different group of senior college, but approximately the same group of junior college students were used in the May testing. In all, 1490 replies were received from a total of 1035 students. Approximately the same results were obtained from both tests. Some of the results follow: 98% expressed willingness to help win the war; 91% believed in victory; 75% believed in the value of working and planning for the future; 83% believed that religion gave inspiration to courage; approximately two-thirds had been affected emotionally by the war, but only 10% to a considerable degree; the main sources of anxiety were worry over entering the service or over a close friend or relative in, or soon to enter, the service.—*R. B. Ammons* (San Diego).

[See also abstracts 1095, 1104, 1133, 1156, 1158, 1168, 1169, 1176, 1191, 1195, 1222, 1234, 1266, 1281, 1294, 1317, 1369, 1390, 1402, 1406.]

CRIME AND DELINQUENCY

1278. Banay, R. S. Mental health in corrective institutions. *Ment. Hyg., N. Y.*, 1942, 26, 583-593.—A discussion of the social, economic, educational, and psychiatric prerequisites for adequate mental hygiene work in prisons.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1279. Chute, C. L. Is juvenile delinquency increasing? *Probation*, 1942, 21, 59-60.—Although some of the larger cities have reported small increases in juvenile delinquency, in many cities the trend in the past has been toward a decrease, and this decrease has continued in 1941 and 1942. Some examples of misleading or misinterpreted reports are given and reinterpreted.—*G. S. Speer* (Central YMCA College).

1280. Cowan, T. A. Toward an experimental definition of criminal mind. In *Clarke, F. P., & Nahm, M. C., Philosophical essays in honor of Edgar Arthur Singer, Jr.* Philadelphia: University Pennsylvania Press, 1942. Pp. 163-190.—"It is part of our general thesis that criminal mind is criminal behavior; that criminal intent, one of the aspects of criminal mind, is therefore also a form of criminal behavior." The origin and development of the doctrine of the *mens rea* is given, ending with Holmes' objective interpretation. The development of the main thesis of the chapter follows Singer's

statements and interpretations, after which Cowan proposes some tentative applications of the method to legal situations such as the relation of criminal law to corporations, to the doctrine of statutory intent, and criminal negligence. The field of criminology is analyzed, and it is pointed out that criminologists can avoid the difficulties of determinism and of libertarianism if they would regard themselves as experimentalists applying objective methods. "Criminal jurisprudence will grow according as it learns how to take account of differences in individual cases, and all the conclusions of the social sciences are its materials to be used in formulating its rules."—T. G. Andrews (Barnard).

1281. Devereux, G. Primitive psychiatry; funeral suicide and the Mohave social structure. *Bull. Hist. Med.*, 1942, 11, 522-542.—The purpose of this study is to show that asocial behavior can be usefully articulated with the social structure as part of the individual's security system. The Mohaves are preoccupied with death, the lure of the dead, and suicide. They believe that the dead soon become extinct. Hence, if the survivor wishes to continue association after death, he must follow quickly. Bonds are severed by cremation of the dead with his possessions; otherwise his ghost would return to snatch more goods. This economically motivated frenzy of destruction is overcompensation for the survivor's feeling of being robbed of his (psychological) property. As a taunt to the dead (take the very last), he throws himself on the pyre. Genuine grief and guilt feelings also are involved. Funeral suicide is therefore a dramatic outlet for pent-up emotions and economic frustration and an alternative to other forms of mourning, socially permissible, since actual death is always prevented by the sympathetic audience. It is dying out under the impact of American culture. Its relation to Freud's *Mourning and melancholia* is mentioned.—M. E. Morse (Baltimore, Md.).

1282. Devereux, G., & Moos, M. C. The social structure of prisons and the organic tensions. *J. crim. Psychopath.*, 1942, 4, 306-324.—Contributory factors and the features of homosexuality especially in prisons are discussed. These include social segregation, defenses against isolation, homosexual etiquette, regression and infantilism, social stratification, social negativism, and short-range planning. "It is the prison system which transforms human nature and induces it to engage in homosexual practices."—P. S. de Q. Cabot (Simmons).

1283. Erickson, B. L. Community adjustment of girls who were student council members in a correctional school. *Smith Coll. Stud. soc. Work*, 1942, 13, 161-163.—Abstract.

1284. Freeman, M. J. Changing concepts in crime. *J. crim. Psychopath.*, 1942, 4, 290-305.—This is a review of certain viewpoints on the nature of crime. Every criminal presents a personality problem. Efforts to type criminals are unsatisfactory. Suggestions are made for classifying juvenile delinquents. The term criminal act should not be

limited to only those offenses which are violations of the law. Courts and probation officers should be concerned with the analysis and treatment of personality as a whole. There is no need for an Institute of Criminology.—P. S. de Q. Cabot (Simmons).

1285. Gemelli, A. Lo studio del reato come mezzo di indagine nella valutazione del delinquente. (Studying the crime as a means of investigation in the evaluation of the delinquent.) *Pubbl. Univ. cattol. Sacro Cuore*, 1941, No. 9.—See 16: 296.—H. D. Spoerl (American International College).

1286. Goitein, P. L., & Rubin, J. Spastic colon and instinctual repression. *J. crim. Psychopath.*, 1942, 4, 217-242.—This is a psychosomatic study of 10 criminal patients to determine the degree of correlation between physiological reactions and personality features. In general, bowel spasticity, stasis of the colon, autonomic instability, asthenic physique and personality traits characterized by rigidity and fixity, or thrift, parsimony, and querulousness formed a consistent pattern. Anal eroticism and instinctual repression with probable inhibition of aggression were revealed by the whole group.—P. S. de Q. Cabot (Simmons).

1287. Jenkins, R. L. The sense of guilt in its relation to treatment work with offenders. *Ment. Hyg.*, N. Y., 1942, 26, 568-582.—A sense of guilt is necessary for offenders, for he who does not desire to change will not do so. Reasons for the lack of such a sense of guilt are: lack or weakness of standards of behavior (weak conscience or weak superego), lack of understanding of social standards, distorted standards, failure to relate standards to actual conduct, emotional flatness, or lack of feeling. General directions for handling each of these situations are outlined.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1288. Johnson, A. C., Jr. Our schools make criminals. *J. crim. Law Criminol.*, 1942, 33, 310-315.—Failure to meet classroom standards of behavior in elementary school, leading to truancy, is seen as a cause of crime. 61% of the first admissions and 78% of the recidivists show truancy as first offense.—L. M. Hanks, Jr. (Bennington).

1289. Locket, B. Various factors in a penal population. *J. crim. Law Criminol.*, 1942, 33, 316-320.—Over a 2-year period prisoners entering Clinton prison, New York, were given an intelligence test, the Stanford Achievement test, and the Bernreuter Inventory. As compared with the norms, the prison population was equal in intelligence and school achievement but showed less variability on the Bernreuter. Using Fryer's occupational-intelligence standards, a sample of the population seemed adequately placed in previous occupations.—L. M. Hanks, Jr. (Bennington).

1290. Lucena, J. Evolución regresiva de perturbaciones mentales en la edad involutiva. (Regression of mental disturbances in the involutional period.) *Neurobiología, Pernambuco*, 1940, 4, 302-314.—[Abstracted review; original not seen.] The

detailed study of a homicidal patient, 63 years old, is the basis for a discussion of the various psychopathies which may present serious diagnostic and consequently prognostic difficulties in the presenile and senile periods.—*M. E. Morse* (Baltimore, Md.).

1291. Lytle, V. Adjustment of mentally limited girls on parole from a correctional institution. *Smith Coll. Stud. soc. Work*, 1942, 13, 163-164.—Abstract.

1292. Morgan, J. J. B. Reactions of youth in our present crisis. *Welf. Bull., Ill. St. Dep. publ. Welf.*, 1942, 33, No. 6, 10-14; 22-23.—Social crises reveal in individuals personality traits which were concealed under normal circumstances. The present national crisis has different effects upon various delinquent groups. The suggestible individual is apt to lose faith in those he trusts. This leads to "superficial negativism" which may be misinterpreted as dissension when it is actually an attempt to conceal betrayed trust. Crises tend to help this individual by making him more critically alert. The bewildered individual loses his head under stress and must be carefully watched. A guide to his action would be provided by integrated war purpose. The aggressive individual who reacts under sudden release from restriction may go astray in critical times; constructive outlets for the energies of this type are needed. The psychopathic individual can be helped by crises. In the thrill of filling a need, much of the basic psychopathic philosophy disappears.—*H. R. Blackwell* (Brown).

1293. Norton, H. M. The influence of poverty on the later adjustment of delinquents who were child guidance clinic patients. *Smith Coll. Stud. soc. Work*, 1942, 13, 164-165.—Abstract.

1294. Reckless, W. C. The impact of war on crime, delinquency, and prostitution. *Amer. J. Sociol.*, 1942, 48, 378-386.—War affects crime indirectly, through the changed conditions, policies, and regulations of a war period. There has been so far only a very slight increase in crimes known to the police in the United States. Even arson and sabotage have not increased as yet. Violations of specific war legislation are expected to increase. Scattered returns do not confirm an expected rise in juvenile delinquency. There has not yet been enough disruption to undermine the juvenile population. Open prostitution in camp and war-production centers does not flourish, due to the inauguration of a national policy of suppression prior to our entrance into the war.—*D. L. Glick* (Arlington, Va.).

1295. Reitman, F. On the predictability of suicide. *J. ment. Sci.*, 1942, 88, 580-582.—To check Palmer's hypothesis (see 15: 3090) Reitman studied 25 consecutive cases of suicide, the first 13 successful. "In practical terms, if the individual loses at least one of his parents before the age of 14 (death, separation, etc.) his personality development suffers an arrest, which in case of conflict may conclude in suicide." This age limit of ±14 is questionable psychopathologically, but Palmer's hypothesis is

tentatively supported.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1296. Steel, E. H. Effects of cottage and case work services to delinquents in a training school. *Smith Coll. Stud. soc. Work*, 1942, 13, 165-167.—Abstract.

1297. Trovillo, P. V. Deception test criteria. *J. crim. Law Criminol.*, 1942, 33, 338-358.—Using blood pressure, respiration, and electrical skin resistance as indicators, typical patterns of deception are presented in order to acquaint police with the use of the lie detector. Various atypical and ambiguous reactions are also illustrated. A table shows in percentage terms the successes and failures in the use of the apparatus over a period of three years in Chicago.—*L. M. Hanks, Jr.* (Bennington).

1298. Wittels, F. Kleptomania and other psychopathic crimes. *J. crim. Psychopath.*, 1942, 4, 205-216.—While the kleptomaniac steals any object, he is chiefly interested in money, which may symbolize food, power, love, or dirt. An awareness of being deprived of love is followed by the compulsive irrational act of stealing, which brings with it a sense of omnipotence. Kleptomania is a symptom. In terms of the libido theory, kleptomaniacs have never reached the genital level of development. For all psychopaths to kill and to steal is to love. Psychoanalytic treatment of the criminal psychopath has not been very successful because of the inadequate and unreliable transference. Prophylaxis by the formation of a healthy superego through education in early childhood is probably a more hopeful means of coping with the problem.—*P. S. de Q. Cabot* (Simmons).

1299. Zucker, H. The emotional attachment of children to their parents as related to standards of behavior and delinquency. *J. Psychol.*, 1943, 15, 31-40.—The hypothesis is advanced that "the lack of a close emotional tie between most delinquent children and their parents results in but superficial assimilation of the moral values and ideals of the parents by their children," which is possibly a basic factor in delinquency. Groups of 25 delinquent and 25 non-delinquent boys, equated for age, intelligence, and socio-economic status, were verbally given 3 stories to complete. In a situation calling for choice between parents and a friend, both in need of help, the delinquent boys chose the friend significantly more frequently. There was no significant difference between the groups in a play situation calling for a choice between the advice of parents and the advice of friends. In a situation where there was a chance to follow or reject the advice of a parent against stealing, the delinquent group significantly more often rejected the advice. Relatively weak attachment to parents as evidenced by choice of a friend over them in a hypothetical emergency is found to be highly correlated with a tendency to neglect parental advice, which combination is found significantly more often in the group of delinquents.—*R. B. Ammons* (San Diego).

[See also abstracts 1225, 1404.]

INDUSTRIAL AND PERSONNEL PROBLEMS

1300. [Anon.] How a soldier faces fear. *Life*, 1943, 14, No. 4, 11-12.—This is a reprint (cut about one third) of the last of 4 sections (fear: ally or traitor) from an article in the *Infantry J.* (see 17: 1301).—H. L. Ansbacher (Brown).

1301. [Anon.] Psychology for the fighting man: why men fight. *Infantry J.*, 1943, 52, No. 1, 54-61.—"This article and others to follow are a popularization of material furnished to the Subcommittee on a Textbook on Military Psychology of the National Research Council." The subheadings are: (1) why men fight, (2) zest, (3) how men meet defeat, and (4) fear: ally or traitor. (1) When a man is in combat, he fights either out of loyalty to his unit, or because there is a leadership in all the uncertainty, or because there is literally nothing else to do. (2) Zest is the weapon that makes a unit unbeatable. Leaders must know something of this variable and its dependence on physical and mental fitness. Most detrimental to zest is incompetent leadership. (3) The typical reactions to frustration and defeat are described. The number of times a man will attempt to reach a certain objective is governed in one direction by the importance of that particular success, and in the other direction by the effort and pain involved in trying. Sometimes a man must compromise, and occasionally accept defeat. Rationalization and hysteria are harmful methods for accepting inevitable defeat. (4) Regarding fear, it is basic that every man is frightened in the face of danger. Even when terrified, however, a man who is well trained will be able to perform mechanically. Concrete facts that may be utilized for fighting fear are described. While all normal men show fear, "none but the brave can afford to fear."—N. R. Bartlett (Brown).

1302. Bayroff, A. G. Some experimental problems in military psychology. *J. Elisha Mitchell sci. Soc.*, 1942, 58, 138.—Abstract.

1303. Britt, S. H. Effective use of technical personnel in war. In [Various], *Wartime accounting*. New York: American Institute of Accountants, 1942, 75-85.—The main functions of the National Roster of Scientific and Specialized personnel are discussed. Three solutions are offered for the problem of growing shortage of highly trained persons crucially needed in certain fields of the war effort: adequate training of additional men and women, transfer of skills from one field to another, greater utilization of women.—R. L. Solomon (Brown).

1304. Carson, L. D. Indoctrination of flying personnel in physiologic effects of high altitude flying and need for and use of oxygen. *J. Aviat. Med.*, 1942, 13, 162-169.—The procedure and apparatus employed at the Pensacola Naval Air Station are described. The physiological effects of low oxygen and the construction, assembly, maintenance, and operation of service types of oxygen supply equipment are presented in the ground school. Then, small groups of students are ordered to report to the low pressure chamber for an indoctrination run.

The procedure during this run is described. Tabulation of the first 1000 cases shows (1) that there are notable differences in individual tolerances for partial pressure anoxia, (2) that incidence of bends at 28,000 feet is unusual.—C. Pfaffman (U. S. Naval Reserve).

1305. Cleveland, E., Faubion, R. W., & Harrell, T. W. Aptitude tests for Army weather observer students. *Educ. psychol. Measmt.*, 1942, 2, 335-338.—A battery of tests was administered to two classes of weather observer students in the Army Air Forces Technical Schools and correlated with the two grades (meteorology examination and average for the total weather observer course) which were available. It was found that the best combination of tests for use in a regression equation consisted of mental alertness, physics achievement, and meteorological achievement. The equation was developed on the first class, and then predictions were made on the second class when they entered the course. Of the 10 that failed, 8 were below the critical score as calculated by the regression equation. Of the 63 that passed, 9 had been predicted to fail.—W. F. Madden (U. S. Naval Reserve).

1306. Dantín Gallego, J. Primer Congreso español de Medicina legal. (First Spanish Congress of Legal Medicine.) *Psicotecnia*, 1942, 3, 453-454.—This meeting, May 3-10, 1942, was organized in 18 sections of the general field of legal medicine. Collaboration with the Institute of Psychotechnics was in the sessions dealing with railway accidents, industrial medicine, and social rights.—H. D. Spoerl (American International College).

1307. Dorcus, R. M., & Loken, R. D. Survey of personnel workers. *Person. J.*, 1943, 21, 251-254.—A survey of personnel workers indicates that over half of them have had a maximum of but two courses of formal training for their job. Nearly one fourth have had no specific training courses.—M. B. Mitchell (U. S. Naval Reserve).

1308. Edwards, M. E. Social histories as an aid in recognizing men vocationally unsuited for the Navy. *Smith Coll. Stud. soc. Work*, 1942, 13, 199-200.—Abstract.

1309. Emard, L. M. La médecine et l'aviation. (Medicine and aviation.) *Un. méd. Can.*, 1942, 71, 1333-1339.

1310. Figuerido, C. A. Psicotecnia y prevención de accidentes del trabajo. (Psychotechnics and industrial accident prevention.) *Psicotecnia*, 1942, 3, 434-440.—Accident prevention is an especially emphasized field of psychotechnics. It looks toward protecting the worker "from his own dangers" as well as toward safeguarding work conditions. Leading aspects of the field are: employee selection and training, fatigue studies, efficiency studies, compensation systems, and accident-prevention groups. An extensive bibliography of German material.—H. D. Spoerl (American International College).

1311. Gemelli, A. L'orientazione prossima nel volo. (Orientation in relation to flight.) *Pubbl.*

Univ. cattol. Sacro Cuore, 1941, No. 9.—See 14: 6160.
—H. D. Spoerl (American International College).

1312. Gilberson, L. G. Personality problems in the office. *Person. J.*, 1943, 21, 239-243.—Even jobs that seem very simple should be thoroughly explained to new employees. People who have performed their tasks for years may suddenly do poorly because of their physical condition or emotional disturbance. Accidents may be due to poor motor coordination or to inattention. It is normal to dislike some people; when people are known to dislike each other, they should not be forced to work together. Financial, religious, or sex problems may cause poor production. Inefficiency may be the result of poor nutrition; night shifts should have access to warm food. Some workers are in need of inexpensive recreation. Unrest may be created by poor placement or lack of deserved advancement.—M. B. Mitchell (U. S. Naval Reserve).

1313. Kranz, J. The value of social histories in the selection of men for Army service. *Smith Coll. Stud. soc. Work*, 1942, 13, 200-202.—Abstract.

1314. Laird, D. A., & Laird, E. C. *The psychology of supervising the working woman*. New York: McGraw-Hill, 1942. Pp. x + 202. \$2.00.—This is a general treatment of the woman employee with the thesis that the ability to supervise women comes from an understanding of their physical and psychological make-up. Factors of strength, muscular control, emotionality, and mental ability are discussed and compared with those of the male employee.—A. Burton (California State Personnel Board).

1315. M—, J. La psicotecnia en la fabrica de armas de Herstal. (*Psychotechnics in the Herstal armament works*.) *Psicotecnia*, 1942, 3, 450-451.—The application of scientific methods of selection to the worker personnel of the Herstal works (in Belgium) has resulted in a reduction in the number of workers needed, and in a substantial reduction in turnover (from 88% to 54%). Work operations have been simplified, and careful elimination of ineffectual workers is carried on early in the period of employment. It is estimated that 90% of incapables are thus released. Financial saving on labor is 52,000 francs annually.—H. D. Spoerl (American International College).

1316. Menninger, K. A. Work as a sublimation. *Bull. Menninger Clin.*, 1942, 6, 170-182.—Freud's original formulation of the concept of sublimation was that some sexual energy was converted into desexualized, socially acceptable activities. It is now becoming recognized that the ego has also to manage the aggressive tendencies. Work is the most practical and obvious method available for absorbing these aggressive destructive energies in a useful, constructive direction. Work is not in itself pleasurable. It becomes pleasurable only when certain external and internal conditions are present. "Externally there must be a minimum of compulsion, an opportunity for comfortable group feeling with fellow-workers, absence of intense discomfort or fatigue in

the performance of the work, proper provision for interspersed rest and recreation periods, a realization of pride in the product and a conviction that the work is useful and appreciated. Internally, there must be relative freedom from guilt feelings connected with pleasure and from neurotic compulsions either to work or not to work." It is estimated that perhaps three-fourths of all psychiatric patients suffer an impairment in their ability to work or to derive satisfaction from work.—W. A. Varvel (Texas A. & M.).

1317. Pennington, L. A., Hough, R. B., Jr., & Case, H. W. *The psychology of military leadership*. New York: Prentice-Hall, 1943. Pp. ix + 288. \$2.25.—Brigadier General W. B. Persons of the General Staff contributes a foreword to this volume written by a psychologist, an army officer, and a personnel manager. In separate chapters the authors present detailed advice and instruction to the army officer in his role as an instructor, a learner, a leader, a disciplinarian, a personnel technician, and the officer's functions in adjusting himself and his men to military service, in aiding his men in battle, and in furthering morale are canvassed. Each chapter ends with a list of problems and with military and psychological references for further study. There is a 10-page glossary. "It all adds up to: how to be a good officer. Therefore this book should aid the soldier to become one; and help the officer to be a better one."—W. S. Hunter (Brown).

1318. Powell, N. J., & Tinkelman, S. Candidates' appraisals of civil service tests. *Publ. Person. Rev.*, 1943, 4, 29-33.—Candidates for 4 New York City civil service positions were asked to judge the adequacy of the tests taken by them. It was found that the public relations value of the tests was high and that the candidates were able to suggest improvements for future examining.—H. F. Rothe (Minnesota).

1319. Schwartz, B. K. A company personnel research division. *Person. J.*, 1943, 21, 255-257.—It is suggested that the research method be applied to all personnel problems. The research division should make periodic or special surveys as needed, conduct courses in personnel management, and maintain contacts with outside organizations.—M. B. Mitchell (U. S. Naval Reserve).

1320. Selling, L. S. The alcoholic traffic offender. *J. crim. Psychopath.*, 1942, 4, 324-342.—This is a report of an analysis of a sample of 100 consecutive cases of alcoholic drivers referred to the Traffic Division of the Psychopathic Clinic of the Recorder's Court in Detroit. Psychiatric diagnoses, intelligence levels, marital status, the sources of reference, and the distribution of Kahn tests and other venereal findings are discussed.—P. S. de Q. Cabot (Simmons).

1321. Torres Quiroga, R. Psicotecnia del marinero. (*Psychotechnics of the sailor*.) *Brújula*, 1941, October. Also *Psicotecnia*, 1942, 3, 461-463.—Three stages of initiation into the navy are the pre-apprenticeship, the apprenticeship, and the period of specialization. Instruction is adapted to these

stages, and psychotechnical aids are utilized in connection with it. Careful attention is given to morale and also to occupational placement within the naval service. Two training centers are currently operating.—*H. D. Spoerl* (American International College).

1322. *Walsh, M. N.* Neuropsychiatric aspects of aviation medicine. *Arch. Neurol. Psychiat., Chicago*, 1943, 49, 147-149.—Abstract and discussion.

1323. *White, M. S.* The value of the pseudo-isochromatic color vision test in original applicants for military flying. *Milit. Surg.*, 1941, 89, 801-805.—When the Ishihara pseudo-isochromatic test was first included in the aviation medical examination, the custom was to reject applicants who failed it. The tendency now is to accept an examinee who fails the Ishihara but can recognize red and green in gross shades. White's experiments, however, prove that individuals who fail only this test are deficient also, under actual conditions of military aviation, in 3 of the main requirements of color vision of military pilots, viz. Very pistol signals, navigation lights, and map color shades. White believes that the Ishihara test, so modified as to prevent commitment to memory, is sufficiently discriminatory to select applicants without time-consuming methods and that failure to pass it should disqualify the applicant immediately.—*M. E. Morse* (Baltimore, Md.).

1324. *Wiggers, C. J.* Aviation physiology: I. The effects of anoxia. *Clin. Bull. Sch. Med., West. Reserve Univ.*, 1942, 6, 82-87.—After differentiating anoxia (a generalized tissue oxygen deficiency) from anoxemia, hypoxia, and asphyxia, the author discusses the forces concerned in blood oxygenation. Methods are given for the production of anoxia, the general effects of which become manifest at altitudes of 10,000 to 14,000 feet in the form of fatigue, irritability, weight loss, and gastro-intestinal disturbances. This syndrome (aeroneurosis or pilot fatigue) may be related to exhaustion of the adrenal cortex. The physiological action of anoxia on respiration, blood, central nervous system, and heart and circulation is given, including changes during progressive hypoxia. The practical application of this new knowledge gained through fundamental physiological studies suggests that the use of oxygen should be mandatory during prolonged flying above 10,000 feet, and that pure oxygen may safely extend the ceiling to no more than 40,000 feet.—*C. E. Henry* (Western Reserve).

[See also abstracts 1026, 1081, 1094, 1187.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

1325. *Allen, R. D., & Krone, L. F.* Educational requirements and occupational levels. *Educ. psychol. Measmt.*, 1942, 2, 371-378.—Within recent years the practice of promoting most children from grade to grade largely on the basis of age and attendance has become more general. This has tended to

reduce the overageness within grades, but the validity of the "last grade attended" as a criterion for determining minimum educational requirements for various occupations has been greatly reduced. Personnel officers must resort to the use of standardized tests to obtain the information they need for proper placement and selection. The authors present the distributions of 5 such batteries, covering the areas from junior high non-graduate through college graduate levels, in a chart showing both the educational and occupational opportunities available at each level. This chart is to be used only to determine the most advantageous place of entrance to an occupational field.—*W. F. Madden* (U. S. Naval Reserve).

1326. [Anon.] Un organismo modelo: el Instituto de Orientación Profesional de la Diputación Provincial de Barcelona. (A model organization: the Vocational Guidance Institute of the Barcelona Provincial Commission.) *Psicotecnia*, 1942, 3, 415-420.—Organized vocational guidance in Barcelona dates from 1914; the latest reorganization as the Vocational Guidance Institute occurred in 1939 upon cessation of hostilities in Spain. A brief history and account of present work are given. About 10,000 persons have been tested up to the present. Three photographs of equipment.—*H. D. Spoerl* (American International College).

1327. *Barnes, M. W.* A technique for testing understanding of the visual arts. *Educ. psychol. Measmt.*, 1942, 2, 349-352.—In testing achievement on a course unit in painting, which was part of a survey course in literature and fine arts at the University of Illinois, the author presented two lantern slides of different paintings side by side on a screen. The students were required to judge the contrasts or similarities in the paintings in terms of color, composition, expression, and function. Use of this method affords a means of providing colored reproductions which are precisely relevant to the aims, content, and method of the course.—*W. F. Madden* (U. S. Naval Reserve).

1328. *Bayle, E.* The nature and causes of regressive movements in reading. *J. exp. Educ.*, 1942, 11, 16-36.—This study of eye movements reveals that regressions fall into 6 patterns: initial, corrective, and reference regressions; word, phrase, and line analysis patterns. The causes for these patterns lie in the nature of the text: difficulties in interpretation of meaning inherent in (1) word order, (2) word grouping, (3) misleading juxtaposition of certain words, (4) lack of punctuation to help make the meaning clear, (5) shifts in the meaning of words, and (6) the necessity for concentrating on key words or key elements in sentence units.—*H. W. Karn* (Pittsburgh).

1329. *Brown, C. M.* Home and family life education. *Rev. educ. Res.*, 1941, 11, 387-397.—This is a review of the literature for the last three years. Headings are as follows: instruction as a part of the basic curriculum, present status of secondary-school instruction, effectiveness of school

instruction, methods of instruction, community programs, need for guidance in occupational adjustment. There are 44 titles in the bibliography.—*M. Keller* (Butler Hospital).

1330. Brown, E. J. Some of the less measurable outcomes of education. *Educ. psychol. Measmt.*, 1942, 2, 353-360.—The outcomes of education most difficult to measure are changes in attitude and appreciation. The first step toward measurement of these should be to break them down into some of their component parts.—*W. F. Madden* (U. S. Naval Reserve).

1331. Byrns, R. Some effects of the war on a college sophomore class. *J. higher Educ.*, 1942, 9, 488-490.—The sophomore class in the School of Education at Fordham University who were well under draft age at the time and highly homogeneous in respect to educational plans when they entered college, reported that 10% only had made temporary changes in vocational plans due to the national emergency and that none had made permanent changes. Their opinions concerning value of courses being carried placed English far above all others with applied business and foreign languages next in rank far above social studies and mathematics.—*R. A. Brottemarkle* (Pennsylvania).

1332. Commins, W. D. The interest pattern of student nurses. *Occupations*, 1943, 21, 387-388.—The author reports the interest patterns exhibited on the Cleeton Interest Inventory by 126 student nurses. A distinct pattern is found, high in interest in natural science, and low in academic work and the household group. A slight tendency to extroversion is also found.—*G. S. Speer* (Central YMCA College).

1333. Cox, H. M., & Harsh, C. M. Sub-correlation in course marking. *J. educ. Psychol.*, 1942, 33, 379-384.—In college courses of large enrollment, taught in several sections by different instructors, difficulties are often encountered in obtaining comparable course marks in the various sections. Use of a common final examination permits comparisons of a general nature, but intercorrelations between quiz averages, final examinations, and course marks vary considerably from section to section. One way of making section grades more comparable is for the instructor, before combining the scores to obtain course marks, to adjust his quiz averages up or down so that their mean is close to the mean final examination score of the students in his section. This requires, of course, that the evaluation of quiz scores be withheld until the mean level of ability, as measured by the comprehensive final examination, is determined for a given section.—*D. G. Ryans* (Cooperative Test Service).

1334. Cunliffe, R. B., Field, G., Herbert, E., O'Brien, J. J., & Stiglitz, H. Guidance practice in New Jersey; a progress report. *Rutgers Univ. Stud. Educ.*, 1942, No. 15. Pp. xvii + 147.—This is a report on a study of guidance practices for the academic year 1940-1941. Similar studies were made in 1930 and 1935. Changes in the last 5 and 10

years are noted; guidance programs of 12 representative schools are described; the guidance functions of public agencies other than the schools are reported. Data were obtained by questionnaires, interviews, and visits.—*S. G. Dulsky* (Rochester, N. Y.).

1335. Daniel, W. G. The reading interests and needs of Negro college freshmen regarding social science materials. *Teach. Coll. Contr. Educ.*, 1942, No. 862. Pp. xii + 128.—A check list consisting of 100 annotations of books in the social science field was marked by 489 Howard University Negro freshmen according to their interests, and by a jury of 61 teachers, writers, and librarians according to what they judged to be reading needs of Negro freshmen. The freshmen were most interested in racial topics and in topics relating to their prospective careers. The women showed more interest than men in fiction and in human problems; the men showed more interest in political and economic theory. Subject areas recommended by the jury were: sociological problems, industrial economic topics, and political topics, with preference for specific applications to contemporary issues over more theoretical topics. The jury did not advocate differentiating reading matter on a basis of race. The check list and a list of the books annotated are included. Bibliography of 33 titles.—*L. Birdsall* (College Entrance Examination Board).

1336. Dantín Gallego, J. Los tipos de estructura psico-física en el hombre y la orientación profesional. (Types of human psychophysical structure and vocational guidance.) *Psicotecnia*, 1942, 3, 441-449.—Constitutional types based on the endocrine theory of Pende are compared with the talent types proposed by Huarte in 1575. For vocational purposes it is important to consider not only static type differences, but also developmental types. Immature physique, for example, is related to discontinuous (as opposed to systematic) activity, which is characteristic of liberal professions, politics, i.e. non-rhythmic occupations—and vice versa.—*H. D. Spoerl* (American International College).

1337. Davis, F. B. Two new measures of reading ability. *J. educ. Psychol.*, 1942, 33, 365-372.—Speed of comprehension and level of comprehension have been distinguished, and have been separately measured, by the Cooperative Reading Comprehension Test for some time. Two new aspects of verbal comprehension, word knowledge and reasoning in reading, are reported and their usefulness indicated. These components are revealed through a factor analysis involving the intercorrelations of scores with respect to the several reading skills the Cooperative Reading Comprehension Test purports to measure. Nine principle proponents resulted from the analysis, the two largest—appearing to involve (1) word knowledge and (2) verbal reasoning—accounting for 89% of the variance. Correlations between word knowledge and reasoning scores, on the one hand, and Nelson-Denny Reading Test results on the other, indicate that reading tests of the latter type measure word knowledge and speed of reading almost ex-

clusively. Correlations with *Q* and *L* scores on the ACE suggest that reasoning in reading measures the ability to manipulate verbal concepts and is unrelated to non-verbal abilities. A profile upon which word knowledge and reasoning in reading scores may be plotted is presented, and suggestions are offered for the clinical use of results.—*D. G. Ryans* (Cooperative Test Service).

1338. **Douglass, H. R.** Prediction of success in the Medical School. *Univ. Minn. Stud. Predict. scholast. Achievmt.*, 1942, 2, 1-16.—Scholastic success in the Medical School appeared to be best predicted (multiple $r = .66$) from a weighted combination of corrected pre-medical honor point ratio and certain sections of the Minnesota Medical Aptitude Test (Part II. Classification of Terms, Part IV. Spatial Relations, Part V. Problem Solving, Part VI. Science Survey). First year honor point ratio was used as the criterion. Age at entrance, patterns of high school and pre-medical work, and size or type of high school from which the students graduated, were but slightly related to medical school success. Similarly, reading skill, as measured by the Minnesota Reading Examination, vocational interests, as determined by the Strong Vocational Interest Blank, and medical aptitude, as measured by the Moss Medical Aptitude Test, or the Minnesota Medical Aptitude Test alone did not seem to furnish useful measures of probable success in medical school.—*D. G. Ryans* (Cooperative Test Service).

1339. **Douglass, H. R., Luker, L. J., & Lovegren, L. A.** Prediction of success in the Law School. *Univ. Minn. Stud. Predict. scholast. Achievmt.*, 1942, 2, 46-60.—For predicting success in the Law School, the best single indicator seemed to be the quality of the student's prelegal college work. The combination of prelegal college record and the test battery proved superior to either alone, but it appeared that success could not be predicted with any assurance till after the student had completed his first quarter's work in the Law School. Such subjects as philosophy, constitutional history, political science, and psychology, seemed not to be related to success in the Law School. There was little difference in the Law School achievement of students who had had 2, 3, or 4 years of prelegal work; neither was rank in high school class of much value for prediction.—*D. G. Ryans* (Cooperative Test Service).

1340. **Douglass, H. R., & Maaske, R. S.** Prediction of success in the School of Business Administration. *Univ. Minn. Stud. Predict. scholast. Achievmt.*, 1942, 2, 32-45.—"The single variable giving the greatest promise in predicting scholastic success (in the School of Business Administration) is the adjusted prebusiness honor point ratio, and the most practical combination of variables for predicting scholastic success is, in the order of value of the component parts, the adjusted prebusiness honor point ratio, the modified Wesley College Test of Social Terms, and the Business Mathematics Test." Younger students (those entering the School of

Business Administration in their junior year under the age of 20.5 years) as a group did work superior to that of older students. Students taking their previous college work at the University of Minnesota appeared to attain greater success than other students.—*D. G. Ryans* (Cooperative Test Service).

1341. **Douglass, H. R., & McCullough, C. M.** Prediction of success in the School of Dentistry. *Univ. Minn. Stud. Predict. scholast. Achievmt.*, 1942, 2, 61-74.—The most valuable single factor for predicting success in the first year of dentistry was the predental college honor point ratio. When a combination of measures was used, the most reliable means of predicting achievement consisted of the weighted components: corrected predental honor point ratio, vocabulary (from Iowa Dental Qualifying Examination), Mechanical Judgment B (from Iowa Dental Qualifying Examination), and the Minnesota Metal Filing Test.—*D. G. Ryans* (Cooperative Test Service).

1342. **Douglass, H. R., & Merrill, R. A.** Prediction of success in the School of Nursing. *Univ. Minn. Stud. Predict. scholast. Achievmt.*, 1942, 2, 17-31.—For predicting success in the School of Nursing the best 4-factor combination of measures appeared to be: high school percentile rank; scores on the Moss Nursing Aptitude Test; scores on the Cooperative General Science Test, Part I; and scores on the Douglass-Gordon Fraction Test. This combination yielded a multiple r of .77. The best 2-factor combination, yielding a multiple r of .75, was the Moss Nursing Aptitude Test score and high school percentile rank. "Conclusions from this study are not likely to apply without modification to other institutions. . . . It is also true that a combination of entrance measures does not necessarily remain the best possible combination over a period of years."—*D. G. Ryans* (Cooperative Test Service).

1343. **Eads, L. K.** Check list for reviewing a reading curriculum. *Bull. Div. Curric. Res., N. Y. C.*, 1942, No. 1. Pp. x + 22.—Based upon suggestions from several specialists, this check list is designed for evaluating both reading materials and reading programs. Its six sections are entitled: reading objectives, nature and scope of reading, reading content and activities, reading instruction, appraisal in reading, and adaptability of the reading program. A 4-page check sheet summary of principles stated in the check list is included.—*S. S. Sargent* (Barnard).

1344. **Farnum, R. B.** Results of a questionnaire on color in art education. *J. opt. Soc. Amer.*, 1942, 32, 720-726.—A report of 35 replies to a questionnaire on general aim, the use of color theories, specific phases of color study, reference material, and equipment for art education.—*L. A. Riggs* (Brown).

1345. **Farquhar, J.** The school adjustment of the members of a kindergarten class four years later. *Smith Coll. Stud. soc. Work*, 1942, 13, 91-146.—This study deals with the adjustment of 20 children 4 years after they entered kindergarten and describes changes in the group as a whole and in individual

cases. The factors involved in adjustment seem to be relationships at home and in the school and the child's own capacity for growth. Among these, parental relationships are of paramount importance in the adjustment that a child makes during his first 5 years in school. The most satisfactory and sound adjustment was seen where all 3 of these factors were positive.—*K. S. Yum* (Chicago).

1346. *Fleisch, R. F.* Estimating the comprehension difficulty of magazine articles. *J. gen. Psychol.*, 1943, 28, 63-80.—Previous efforts to measure difficulty of printed matter are reviewed and found unsatisfactory for many purposes. Five groups of magazines, representing 5 difficulty levels, were selected, and their contents were analyzed. It was found that diversity of vocabulary was not as satisfactory a predictor of adult comprehension difficulty (estimated) as number of abstract words, sentence length, and number of certain prefixes, suffixes, and inflectional endings. The areas in which further research is needed are indicated. 32 references.—*C. N. Cofer* (George Washington).

1347. *Freeman, E. M., & Johnson, P. O.* Prediction of success in the College of Agriculture, Forestry, and Home Economics. *Univ. Minn. Stud. Predict. scholast. Achievmt.*, 1942, 1, 33-65.—Success in the College of Agriculture, Forestry, and Home Economics appeared to be best predicted when the following measures were considered: high school percentile rank, Johnson Science Application Test, and the Cooperative Algebra Test. It was necessary to develop separate predictive formulas for the divisions of agriculture, forestry, and home economics. The validity of these formulas was tested by employing them with respect to a group of entering freshman who had not been included in the basic computations. The three predictive variables, with varying weights, were significantly valuable in predicting first year achievement in all divisions.—*D. G. Ryans* (Cooperative Test Service).

1348. *Harper, B. P., & Dunlap, J. W.* Derivation and application of a unit scoring system for the Strong Vocational Interest Blank for Women. *Psychometrika*, 1942, 7, 289-295.—Scoring keys, based upon unit weights, were made up for fourteen occupations of the *Strong Vocational Interest Blank for Women*. The study here presented of scores obtained in using these keys, in comparison with scores obtained from Dr. Strong's keys, indicates, for 551 women at the University of Rochester, that the new unit-weighted keys are valid for all practical purposes and make possible a great saving in scoring time.—(Courtesy *Psychometrika*).

1349. *Hartson, L. D.* School marks vs. mental tests in rating secondary schools. *Sch. & Soc.*, 1943, 57, 80-83.—Additional data in a study begun in 1934 corroborate earlier findings that there is no significant relationship between mean high school scholarship and either mean college scholarship or mean test intelligence in schools sending pupils to Oberlin. There is however a substantial relationship between test intelligence and mean college

scholarship. Recently, entering students have had higher high school grade averages, but college grades have not increased. There is a low positive correlation between size of high school and college scholarship. It has proved feasible to classify schools into six groups: the lenient, stiff, and consistent graders, the low and the high achievement groups, and the poorly motivated group.—*M. Lee* (Chicago, Ill.).

1350. *Jurgensen, C. E.* A test for selecting and training industrial typists. *Educ. psychol. Measmt.*, 1942, 2, 409-426.—The usual typing tests, while measuring speed and accuracy, have not been of value for predicting success in stenographic and secretarial positions in industry. Analysis of the reasons for this showed that the usual typing tests do not emphasize such major factors as handling of paper, placement of paper, use of tools, following directions, noting and correcting errors, and typing performance on diverse types of materials. As a result of this a Typing Ability Analysis was devised. It was standardized on 381 applicants for industrial typing work and 255 high school seniors taking their second year of typing, and validated on the performance of 67 typists in an industrial population. Reasonable reliability is indicated.—*W. F. Madden* (U. S. Naval Reserve).

1351. *Karp, M.* An evaluation of an individual method and a group method of teaching college freshmen the mechanics of English composition. *J. exp. Educ.*, 1943, 11, 9-15.—The students who received group instruction met three times a week for 50-min. group sessions, those receiving individualized instruction met three times a week for individual interviews. The major implications of the findings seem to be: (1) that at least those who rank highest on a test in the mechanics of English composition administered at the beginning of the teaching period should receive individualized instruction, (2) that those who rank lowest on that test should receive group instruction.—*H. W. Karn* (Pittsburgh).

1352. *Katz, G. H.* Re-educational therapy. *Nerv. Child.*, 1942, 2, 37-43.—The most important part of teaching mentally defective children is the successful handling of the extensive emotional problems which they develop in their own homes and other environmental situations requiring normal capacity for adjustment and development. The roles of the parent, teacher, psychologist, psychiatrist, and institution are discussed in their relation to this principle.—*G. S. Speer* (Central YMCA College).

1353. *Kirkendall, L. A.* Pitfalls in the use of tests. *Occupations*, 1943, 21, 384-388.—Aside from errors in the test itself, there are 10 errors in interpretation of test results which counselors make: generalize results in terms of a general population; place too much dependence upon inadequate norms; fail to recognize the assumption on which the test is built; give undue emphasis to single items; interpret or diagnose with finality, rather than in terms of probability; assume that test results indicate a

fixed performance; impute to the norms qualities which do not exist; make interpretations simply in terms of disabilities; have unbounded faith in test results; and interpret results apart from the total environmental situation.—*G. S. Speer* (Central YMCA College).

1354. Klugman, S. F. Test scores and graduation. *Occupations*, 1943, 21, 389-393.—An entrance battery of 7 tests was administered to all of the 124 white girls who entered the commercial curriculum in a vocational high school. Only 37 of the girls graduated from the 3-year course. Comparison of test means indicates with reasonable certainty that the graduating group was younger, more intelligent, better adjusted in matters of health, and superior on the blocks and tapping tests of the MacQuarrie Mechanical Abilities test. Superiorities on the other tests were less significant, but favored the graduating group.—*G. S. Speer* (Central YMCA College).

1355. La Grone, C. W., Jr. An experimental study of the relationship of peripheral perception to factors in reading. *J. exp. Educ.*, 1942, 11, 37-49.—This investigation shows that inferior readers excel superior readers in accuracy of perception in the right peripheral field while superior readers excel inferior readers in accuracy of perception in the left peripheral field. A number of findings indicate that this is due primarily to a preference for either field and not to variations in visual acuity or extent of clear vision. Speculative interpretations are given; additional data are necessary.—*H. W. Karn* (Pittsburgh).

1356. Lamson, E. E. How objective can freshman in college be towards objective evidence of their ability and achievement? *Educ. Adm. Supervis.*, 1942, 28, 280-290.—From an analysis of questionnaires returned by 952 freshmen at New Jersey State Teachers College at Jersey City, the author concludes that college freshmen can be objective toward objective evidence of their intellectual ability and academic achievement.—(Courtesy *J. educ. Res.*).

1357. Ligon, E. M. The administration of group tests. *Educ. psychol. Measmt.*, 1942, 2, 387-400.—In group tests, errors are most commonly due to: misunderstood instructions, carelessness, low motivation, mental confusion due to too great excitement, dishonesty of subjects, not working full time, and size of group and group inter-distraction. To reduce these errors, more thorough training of group testers is needed so that the student can leave the testing room feeling confident that he has done his best.—*W. F. Madden* (U. S. Naval Reserve).

1358. Locke, N. Notes on the writing of multiple-choice test items. *Publ. Person. Rev.*, 1943, 4, 17-20.—A procedure used in training people to write multiple-choice items, based on the usual test construction techniques, is described. Some common defects and suggested improvements are noted.—*H. F. Rothe* (Minnesota).

1359. Manoil, A. M. Vocational guidance in prevention of occupational accidents. *Occupations*,

1943, 21, 381-383.—Vocational counselors can materially reduce accidents by (1) informing counselees of specific occupational hazards and the means of preventing them, (2) discovering the accident-prone worker, and (3) giving instruction in safety measures.—*G. S. Spear* (Central YMCA College).

1360. Marsh, C. J. Adjustments of young people. *Person. J.*, 1943, 21, 231-238.—During two successive semesters, each student at Stephens College was asked to mark a list of 124 selected problems as *C* (a very critical problem for me), *P* (a problem, but not a major one), or *N* (not a problem for me at this time). Only a third of the students marked the lists in any one month, so that the problems marked as critical in any one month could be compared with those marked in other months. A greater number of problems were marked as critical in the first semester than in the second semester, there were more problems among first year students than among second year students, and some problems seemed to be more frequent in certain months than in others. A program of advising and counselling was suggested which would emphasize special problems before they become critical for many students.—*M. B. Mitchell* (U. S. Naval Reserve).

1361. McDaniel, H. B. Guiding youth to service today. *Occupations*, 1943, 21, 363-368.—The author describes an informational and guidance unit for group guidance in the high school. The activities prepare the individual student for military service or wartime occupation by informing him of the abilities demanded, and assisting him in evaluating his own capacities.—*G. S. Speer* (Central YMCA College).

1362. Mullins, G. W. College Entrance Examination Board: forty-second annual report of the executive secretary. New York: College Entrance Examination Board, 1942. Pp. x + 64.—Over 23,000 candidates took one or more of the tests administered by the Board during 1942. Approximately three-fourths of them lived and attended school in the east; they represented public and independent schools in about equal proportions. Examinations were offered in: scholastic aptitude (verbal and mathematical), social studies, French reading, German reading, Latin reading, Spanish reading, biology, chemistry, physics, and spatial relations.—*D. G. Ryans* (Cooperative Test Service).

1363. Musselman, J. W. Factors associated with the achievement of high school pupils of superior intelligence. *J. exp. Educ.*, 1942, 11, 53-68.—The major findings of this study are: (1) In general, there is a considerable lag between promise and performance in school. (2) This lag is less for boys than for girls. Superior girls are better adjusted emotionally than boys. (3) There is little relation between achievement ratio and pupils' health, number of diseases contracted, and physical defects. (4) Good study habits are associated with a high achievement ratio, but the association is not marked. (5) Pupils of superior intelligence with such handi-

caps as a broken home, foreign extraction, poor health of parents, or poor personality adjustment have relatively high achievement ratios. Apparently such pupils work harder, to overcome their handicap.—*H. W. Karn* (Pittsburgh).

1364. Oberheim, G. M. The prediction of success of student assistants in college library work. *Educ. psychol. Measmt.*, 1942, 2, 379-386.—For 307 library assistants at Iowa State College scores on the ACE and on a clerical test and grade point averages were available. Of this group 69 also had scores on the Bell Adjustment Inventory. The criteria of success in library work were ratings by the supervisor and promotion. The clerical test seemed to contribute most to a high rating by the library supervisor. Through an analysis of promotions, critical scores for the ACE, the clerical test, and scholarship were found. These critical scores will be used as a guide in selecting assistants in the future.—*W. F. Madden* (U. S. Naval Reserve).

1365. Philbrick, F. A. Understanding English; an introduction to semantics. New York: Macmillan, 1942. Pp. xi + 209. \$1.50.—This book is designed to go along with traditional work in freshman English. Although it may be that students can not be taught to think, "it seems likely that something can be done to strengthen their grip on the tools with which thinking has to be done. These tools are words; and (semantics) seems to offer opportunities for education of which full use has not yet been made." Authors most often quoted are I. A. Richards and S. T. Coleridge. 31 pages of exercises.—*A. Thomsen* (Elmo Roper, Market Research).

1366. Remmers, H. H., & Adkins, R. M. Reliability of multiple-choice measuring instruments, a function of the Spearman-Brown prophecy formula, VI. *J. educ. Psychol.*, 1942, 33, 385-390.—Five-choice multiple-response test items dealing with algebra were revised and 4 equivalent parts of a test constructed. Form A consisted of 5-choice items, Form B of 4-choice items, Form C of 3-choice items, and Form D of 2-choice items. Each form was administered to over 250 high school students. Reliabilities of the forms were determined by computing the self-correlation of split-halves. For the instrument used and the population tested, the reliability increased as the number of possible responses per item increased. The increase in reliability was predictable by the Spearman-Brown prophecy formula.—*D. G. Ryans* (Cooperative Test Service).

1367. Rusk, R. R. [Dir.] The Scottish Council for Research in Education; 14th annual report, 1941-1942. *A. R. Scot. Coun. Res. Educ.*, 1942, 14. Pp. 14.—Reports of the Publications Committee, Committee on Primary School Subjects, Examinations Inquiries Committee, and Committee on Bilingualism are included. Research completed or in progress is reported dealing with: inconstancy of group test IQ's, standardization of the Terman-Merrill revision of the Stanford-Binet for Scotland,

aspects of evacuation, testing of recruits for allocation to duties, early number teaching, infant reading, selection for secondary education, and performance of bilingual children on two verbal and two non-verbal tests.—*D. G. Ryans* (Cooperative Test Service).

1368. Schrammel, H. E. The purpose, origin, plan of procedure, and values of the Nation-Wide Every Pupil Scholarship Tests. *Educ. psychol. Measmt.*, 1942, 2, 401-408.—This is a description of the Nation-Wide Every Pupil Scholarship Tests, sponsored by the Kansas State Teachers College. Since its beginning in 1922, this program has acted to motivate student scholarship through state-wide competitions, and to motivate teachers and administrators toward improvement in the effectiveness of teaching. A general description of the method of test constructions and conduct of the program is included.—*W. F. Madden* (U. S. Naval Reserve).

1369. Smith, M. E. The effect of bilingual background on college aptitude scores and grade point ratios earned by students at the University of Hawaii. *J. educ. Psychol.*, 1942, 33, 356-364.—University of Hawaii students, grouped according to amount of English spoken in their homes, ranked, from most to least, as follows: Caucasian, Hawaiian, Chinese, Korean, Japanese. On the college aptitude test, the ranks, from high to low, were: Caucasian, Chinese, Japanese, Hawaiian, and Korean. With respect to average grade point ratio the ranks were: Japanese, Chinese, Caucasian, Hawaiian, and Koreans. Intercorrelations are given. "It would appear that bilingual background affects the college entrance examination scores of the students at the University of Hawaii much more than it does their achievement after entrance so far as that is measured by the grade point ratio."—*D. G. Ryans* (Cooperative Test Service).

1370. Stewart, J. R. The effect of diagramming on certain skills in English composition. *J. exp. Educ.*, 1942, 11, 1-8.—Evidence is presented which indicates that the learning of capitalization, punctuation, and English usage is no more pronounced under an instructional program composed largely of diagramming exercises than it is under a plan emphasizing composition exercises. Also, the diagramming of sentences is no more effective in teaching grammar information than is exercise on certain functional aspects of composition. Finally, sentence structure is taught as effectively by a composition method as by the diagramming of sentences.—*H. W. Karn* (Pittsburgh).

1371. Taylor, K. v. F. The reliability and permanence of vocational interests of adolescents. *J. exp. Educ.*, 1942, 11, 81-87.—In this study the author investigated the reliability and permanence of interests of high school pupils, as measured over a 4-year period of serial testing with the Strong Vocational Interest Blanks. The results indicate that the inventories are approximately as adequate for use in the upper grades of secondary school as

they are for older persons, with respect to the reliability and permanence of measured interest scores, and that the measurement of interests may be extended to younger age levels, with appropriate policies.—*H. W. Karn* (Pittsburgh).

1372. Triggs, F. O. *Improve your reading; a manual of remedial reading exercises.* Minneapolis: University of Minnesota Press, 1942. Pp. 127. \$1.00.—A manual of 25 remedial reading exercises, essentially self-directing, with emphasis on vocabulary development, and intended for college students.—*T. E. Newland* (U. S. Naval Reserve).

1373. Wallin, J. E. W. *Report of the Division of Special Education and Mental Hygiene, for the school year 1941-1942.* *Rep. Div. spec. Educ. ment. Hyg., Del.*, 1942, Part 12, 239-251.—The activities of the director are listed with a description of school visitations, inspections, committee meetings, conferences, forums, and administrative and clerical routine. There is a survey of physically and mentally handicapped children. Recommendations are made, and recommendations over the past 10 years are discussed in view of their success.—*R. L. Solomon* (Brown).

1374. Ward, W. E. *An experimental study of two methods of teaching chemistry in senior high school.* *J. exp. Educ.*, 1942, 11, 69-80.—This comparison of the traditional method of teaching chemistry, based on the idea that subject matter is the end itself, with the modern method, which uses subject matter as a means to the end, leads to the following conclusions: (1) Pupils of high IQ's learn equally well by either method, as measured by both chemistry informational and functional tests. (2) Pupils of lower IQ's learn better by the modern method than by the traditional method, as measured by these tests. (3) Pupils learn not only the facts and principles of chemistry better by the modern method, but also learn to appreciate the social significance of chemistry better when taught by this method. (4) In general, more transfer is obtained by the modern method, as indicated by the application of chemistry to practical life situations. (5) In general, the scientific attitude is developed better by the modern method than by the traditional method. (6) The modern method is superior to the traditional method as these methods relate to disciplinary problems.—*H. W. Karn* (Pittsburgh).

1375. Williamson, E. G., & Bordin, E. S. *Prediction of success in the College of Science, Literature, and the Arts.* *Univ. Minn. Stud. Predict. scholast. Achievmt.*, 1942, 1, 1-32.—The best single measure for predicting success in the College of Science, Literature, and the Arts was high school percentile rank. Prediction was improved by the addition of an achievement test battery or of an aptitude test. A battery of 6 achievement tests, alone, yielded multiple correlation coefficients almost as high as those obtained for the high school percentile rank and, with one exception, higher than those obtained with single aptitude tests. Success appeared to be more readily predictable for women

than for men. With certain exceptions, grades in specific courses and groups of courses were predicted with some success by means of tests in combination with high school scholarship. Using the Sophomore Culture Test (made up of the Cooperative General Culture Test, the Cooperative English Test, Series I, and the Cooperative General Science Test for College Students) as the measure of college achievement, success could be predicted with about 50% efficiency (multiple $r = .86$) from a battery of measures consisting of high school percentile rank, Minnesota College Aptitude Test, Cooperative English Test, and Cooperative Contemporary Affairs Test.—*D. G. Ryans* (Cooperative Test Service).

1376. Wood, R. G. *The aims, objectives, and outcomes of the Ohio testing program.* *Educ. psychol. Measmt.*, 1942, 2, 361-370.—This is a description of the Ohio testing program that has been under the sponsorship of the Ohio State Department of Education since 1929. It is a voluntary and cooperative program among the Ohio schools to stimulate scholarship and to help the teachers to adjust their teaching to their particular class of pupils.—*W. F. Madden* (U. S. Naval Reserve).

[See also abstracts 1030, 1032, 1091, 1112, 1150, 1151, 1179, 1246, 1247, 1250, 1259, 1288.]

MENTAL TESTS

1377. Hafster, C. *Der Labyrinth-Test von Rey bei Oligophrenen, Epileptikern und organisch Dementen.* (Rey's maze test in mental defectives, epileptics and organic dementes.) *Mschr. Psychiat. Neurol.*, 1942, 106, 1-10.—Hafster tried this test on 180 adults, including mentally normal and deficient subjects, epileptics, and organic dementes. In the defectives, the results were compared with theoretical intelligence; in the organics, with psychiatric tests for intelligence. Mental defectives usually did well; correlation with tests for organic dementia was often poor. The maze test is insufficiently sensitive for psychiatric diagnosis, as it does not show mild deviations from the normal or differentiate among pathological groups; is unadapted to evaluating theoretical intelligence; does measure capacity for learning a simple practical task, and hence a manual trade.—*M. E. Morse* (Baltimore, Md.).

1378. Kent, G. H. *Tentative norms for Emergency Battery.* *J. Psychol.*, 1943, 15, 137-149.—The Emergency One-Minute Battery of written tests, made up in 1942 for preliminary examination of service men, has been tentatively standardized. Norms for ages 8-14 years, based on the records of 2900 school children, are given for 6 of the 7 component tests. Norms based on 2076 cases are given for the composite score derived from the 4 tests best adapted to one-minute timing. This combination can be presented and scored in less than 6 minutes. The similarities-differences test has been slightly revised, and a new set of word-pairs is listed.—*R. B. Ammons* (San Diego).

1379. Lorr, M., & Meister, R. K. The optimum use of test data. *Educ. psychol. Measmt.*, 1942, 2, 339-348.—In many practical situations the conventional method of administering and scoring the Binet type tests is often wasteful of time and test materials. The authors describe a briefer method of administering and scoring age scales. The rationale for this method is derived from the constant method of psychophysics. The test limen or mental age is determined either by the single age level at which the individual passes 50% of the items, or by simply interpolating for the 50% point which falls between the age level at which he passes 50% and the next higher point where he passes less. 100 Binet type tests were scored by this method and compared with the results of the conventional method of scoring and with the abbreviated scale. The correlation between the conventional method on the long form and on the abbreviated form was .98, and for the limen method and the conventional method the correlation was .91.—W. F. Madden (U. S. Naval Reserve).

1380. Mullen, F. A. Comparison of the revised Kent Emergency tests with the Revised Stanford-Binet and the Kuhlmann-Anderson tests. *J. Psychol.*, 1943, 15, 151-163.—Three of Kent's 5 short oral tests were given to 100 subjects, 7-18 years of age, who were also given the Revised Stanford-Binet, Form L. Correlations between individual Kent tests and the Stanford-Binet scale are given, as well as MA norms for E-G-Y tests in terms of Binet MA's. The same information is given for 7 tests making up the one-minute written battery in relation to the Kuhlmann-Anderson tests, data being obtained from the testing of 1118 elementary and high school students. The correlations for the various Kent tests with longer standardized tests are fairly high, giving promise of utility in screening. A 7-page appendix gives directions for scoring the similarity and differences test.—R. B. Ammons (San Diego).

1381. Thomas, L. G. Mental tests as instruments of science. *Psychol. Monogr.*, 1942, 54, No. 3. Pp. iii + 87.—"Mental tests do not achieve a quantification of abilities sufficiently rigorous and unequivocal for scientific laws or generalizations, and in the non-metrical area they do not verify, either directly or indirectly, the chief assumptions made about the nature of human abilities in the construction and interpretation of these tests." However, mental tests are "useful diagnostic instruments for immediate, practical purposes, like grouping pupils or selecting the best applicant for a job." Chapter headings are: confusion in interpreting mental tests, essential characteristics of a science, measurement in science, mental tests as measuring instruments, mental tests and psychological theories, mental tests and psychological issues, mental tests and scientific criteria.—D. G. Ryans (Cooperative Test Service).

[See also abstracts 1041, 1358.]

CHILDHOOD AND ADOLESCENCE

1382. Allen, R. E. Problem boys who lived alone with their mothers. *Smith Coll. Stud. soc. Work*, 1942, 13, 157.—Abstract.

1383. [Anon.] The Fortune survey. *Fortune*, 1942, 26, No. 5, 8 passim; No. 6, 8 passim.—This survey of opinions of American high school youth was conducted by the firm of Elmo Roper. The items cover in a general way the youthful attitudes toward freedom and security, labor and other economic groups, war and peace, and the future. A "yardstick for knowledge" is presented which indicates that the student's own personal habits and preferences have more to do with his level of knowledge than has his schooling. The general conclusions are: High school students, "conservative in the best sense of the word, which means liberal as well, suggest a better life of which they must be the architects." They aspire "to more education, more specialized jobs, better pay than most are likely to get," and thus they "collide with reality." "Meanwhile they get along nicely at home and in school and take a healthy interest in necking."—R. L. Solomon (Brown).

1384. Axelrad, R. K. Criteria for the use of supportive treatment with child guidance patients. *Smith Coll. Stud. soc. Work*, 1942, 13, 147-148.—Abstract.

1385. Becky, R. E. A study of certain factors related to retardation of speech. *J. Speech Disorders*, 1942, 7, 223-249.—50 speech retarded and 50 normal children were compared with regard to physical, environmental, and psychological factors. "No specific factors or group of factors were found to operate as the etiological element in the retardation of language development." A copy of the Case History Form used in the study is included.—C. V. Hudgins (Clarke School).

1386. Belden, M. E. The social relationships of problem children who were placed in infancy. *Smith Coll. Stud. soc. Work*, 1942, 13, 202-203.—Abstract.

1387. Bender, L. Neuropsychiatric contributions to the mental-hygiene problems of the exceptional child. *Ment. Hyg., N. Y.*, 1942, 26, 617-630.—Two principles are outlined: (1) A child can stand up under any conceivable experience in life that is not actually destructive of the organism, to the extent that he has emotional and interpretative support from an adult as parent or parent substitute. (2) We must understand the specific pathology involved, know to what extent and how the pathology impairs the total personality and what are the compensatory mechanisms, and provide whatever is necessary to facilitate their functioning. Discussion of the treatment of various types of physically exceptional children is based on these principles.—W. L. Wilkins (U. S. Marine Corps Base, San Diego, Calif.).

1388. Benjamin, E. The Oedipus complex in childhood. *Nerv. Child*, 1942, 2, 47-54.—Of nearly

5000 child patients, only 19 gave evidence of the Oedipus complex which psychoanalytic theory makes a nearly universal experience. It is felt that this aspect of child development is a rare phenomenon and does not have great significance in the explanation of neuroses. Other aspects of the psychoanalytic theory are confirmed, however: greater frequency of the complex in boys, the effect of the parents in creating the Oedipus attitude, the pre-pubertal latency period, the adolescent revival of sexual drives, and the importance of the early years of life in the development of the child.—*G. S. Speer* (Central YMCA College).

1389. **Beverly, B. I.** *Anxieties of children; their causes and implications.* *Amer. J. Dis. Child.*, 1942, 64, 585-593.—Nine cases of extreme anxiety (neurosis) in children are reported. All of the children were rejected by their parents or had extremely apprehensive parents. Nearly all of the children had been subjected to a rigid schedule during infancy. There was usually an alarming experience which precipitated the onset of the acute illness, but it was never the primary cause.—*L. Long* (City College, New York).

1390. **Blackwood, D. W.** *The role of economic factor in the outcome of child guidance treatment.* *Smith Coll. Stud. soc. Work*, 1942, 13, 150-151.—Abstract.

1391. **Blaha, R.** *Children who resisted going to school.* *Smith Coll. Stud. soc. Work*, 1942, 13, 158.—Abstract.

1392. **Bridgman, O.** *Spastic children in an outpatient psychologic clinic.* *Amer. J. Dis. Child.*, 1942, 64, 11-18.—Of 123 spastic children examined, 60% had IQ's below 70, and it was found, by retest, that as the children grew older their IQ's decreased.—*L. Long* (City College, New York).

1393. **Brinckerhoff, A.** *The adolescent adjustment of patients who in childhood had physical symptoms without organic basis.* *Smith Coll. Stud. soc. Work*, 1942, 13, 154-155.—Abstract.

1394. **Deming, J.** *Group placement of adolescents.* *Ment. Hyg., N. Y.*, 1942, 26, 631-640.—Although home placement is generally sounder, there are 3 advantages of placement in a small group or institution: wider opportunity for the child to find an adult with whom he can identify, a larger number of individuals can share the brunt of the aggression shown by the child, and the influence wielded by the other children will be potent. Particularly at adolescence is group placement likely to have these advantages.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).

1395. **Gesell, A., Ilg, F. L., Learned, J., & Ames, L. B.** *Infant and child in the culture of today: the guidance of development in home and nursery school.* New York: Harper, 1943. Pp. xii + 399. \$4.00.—This book, intended for professional as well as lay groups concerned with child study, is organized in 3 parts: growth and culture, the growing child, and the guidance of growth. Part I (6

chapters) stresses the pivotal role of the family in mediating the interaction of growth forces and cultural influences, the uniqueness of growth patterns, and the consequent importance of recognizing and respecting individuality. Part II (15 chapters), presents "a factual statement of the mental growth characteristics of the first five years of life. Twelve age periods are separately treated" with characteristic behavior profiles and behavior days. Continuity from infancy to schooldays is emphasized. Part III (3 chapters) reflects a developmental philosophy in which child guidance is seen as growth guidance, with "a constructive forward reference to our methods and a more tolerant understanding of the difficulties of immaturity," closing with the fundamental thesis of "the significance of a developmental philosophy for the practice of child guidance, and for the folkways of our culture,—the culture of tomorrow as well as today." Appendices include suggested lists of play materials, books, music, etc., as well as suggested professional readings and research techniques.—*L. J. Stone* (Vassar).

1396. **Glassman, L.** *Intelligence as a factor in treatment results in child guidance.* *Smith Coll. Stud. soc. Work*, 1942, 13, 151-153.—Abstract.

1397. **Goller, G.** *Criteria for referral of child guidance patients to "group therapy."* *Smith Coll. Stud. soc. Work*, 1942, 13, 148-149.—Abstract.

1398. **Hertz, M. R., & Baker, E.** *Personality patterns in adolescence as portrayed by the Rorschach ink-blot method: II. The color factors.* *J. gen. Psychol.*, 1943, 28, 3-61.—The preceding paper (see 16: 5055) gave evidence concerning the movement factors and described the subjects and procedure of the present paper. Relevant literature concerning color factors is reviewed, and 19 titles are added to the bibliography previously published. In this paper "the results for each color factor or pattern are presented for the boys, the girls, and the group as a whole, first at 12 years of age and then at 15... Age and sex differences are... discussed." The data are interpreted.—*C. N. Cofer* (George Washington).

1399. **Holleran, E. A.** *A follow-up study of children's cases closed by a mental hygiene clinic for "lack of cooperation."* *Smith Coll. Stud. soc. Work*, 1942, 13, 155-156.—Abstract.

1400. **Johnson, W., & others.** *A study of the onset and development of stuttering.* *J. Speech Disorders*, 1942, 7, 251-257.—An investigation of 46 stutterers and 46 non-stutterers (children between the ages of 2 and 9 years) showed the probability that stuttering in its serious forms develops after the diagnosis rather than before and is a consequence of the diagnosis. While in no way disregarding the importance of other possible factors, this conclusion is intended to focus attention upon a factor that seems to be highly significant and that appears to have been disregarded in previous theoretical approaches.—*C. V. Hudgins* (Clarke School).

1401. Kimmins, C. W. Children's dreams; an unexplored land. New York: Norton, 1942. Pp. 121. \$1.50.
1402. Leavitt, F. R. The social adjustment of children of schizophrenic mothers. *Smith Coll. Stud. soc. Work*, 1942, 13, 196-198.—Abstract.
1403. Lesse, E. G. An etiologic syndrome in chronic aggressive behavior disorders. *Smith. Coll. Stud. soc. Work*, 1942, 13, 158-159.—Abstract.
1404. Littlefield, L. K. Social maladjustment in average children. *Smith. Coll. Stud. soc. Work*, 1942, 13, 159-160.—Abstract.
1405. Mann, L. L. Results with child guidance patients diagnosed as psychoneurotic. *Smith Coll. Stud. soc. Work*, 1942, 13, 160-161.—Abstract.
1406. Murphy, L. B. Social and emotional development. *Rev. educ. Res.*, 1941, 11, 479-501.—This is a review of articles appearing in the last 3 years. Topical headings are: trends in recent research, subcultural factors in social and emotional development, physical bases of social and emotional development, social and emotional development during infancy and preschool years, patterns of feeling and thinking rooted in personality structure, adolescence, methods of study. Bibliography of 171 titles.—*M. Keller* (Butler Hospital).
1407. Ojemann, R. H., Garrison, K. C., & Jensen, K. Mental development from birth to maturity. *Rev. educ. Res.*, 1941, 11, 502-530.—The literature since 1938 is reviewed. Topical headings are: growth studies, early development, prediction of mental growth in infancy, rate of mental growth, cessation of mental growth, effect of environment on intelligence, dangers of overgeneralization from studies, methodological and technical problems, technical problems of testing, observations and supplementing tests, sex differences in intelligence, family factors and intelligence, socioeconomic and occupational status, race, intelligence and school achievement, intelligence as related to emotional and social adjustment, mentally retarded children, gifted children, early learning, form discrimination and spatial relationships, language development and intelligence, memory, development of thinking, reasoning, and problem-solving behavior. Bibliography of 257 titles.—*M. Keller* (Butler Hospital).
1408. Rubinstein, H. S. Combined use of testosterone propionate and psychotherapy in treatment of hypogonadal behavior-problem boys. *J. clin. Endocrin.*, 1942, 2, 519-526.—See *Biol. Abstr.* 17: 1181.
1409. Singh, J. A. L., & Zingg, R. M. Wolf-children and feral man. New York: Harper, 1942. Pp. xii + 379. \$4.00.—Part I, a diary of the wolf children of Midnapore, is preceded by forewords by R. R. Gates, A. Gesell, F. N. Maxfield, K. Davis, and a preface by H. Pakenham-Walsh. The introduction by Singh is followed by a statement by Zingg concerning the attempts to validate the diary during the 5 years the manuscript was in his hands prior to publication. The diary consists of the day-to-day record made by Singh, from the time the two girls were rescued from a wolf den in 1920 and brought to his orphanage in Midnapore, until the death of the second and older child in 1929. A series of questions submitted by Gates and Singh's answers are footnoted to the diary. The document is followed by a short chronology of the main events. Part II, feral man and cases of extreme isolation, consists of a critical evaluation of the literature by Zingg. The cases of the Wild Boy of Aveyron, Wild Peter of Hameln, the Hog-girl of Salzburg, Caspar Hauser, etc. are presented. There are also 35 half-tones, some of which are photographs of the two girls in Singh's orphanage. There is a concluding bibliography, but no index.—*E. Gorden* (Brooklyn).
1410. Stonesifer, E. S. The behavior difficulties of adopted and own children. *Smith Coll. Stud. soc. Work*, 1942, 13, 161.—Abstract.
1411. Strickler, K. R. Cases considered untreatable by a child guidance clinic. *Smith. Coll. Stud. soc. Work*, 1942, 13, 153-154.—Abstract.
1412. Tallman, F. F. Child guidance program of the Michigan Hospital Commission. *J. Mich. med. Soc.*, 1942, 41, 1041-1043.
1413. Utter, H. E. Fears of infancy and childhood. *R. I. med. J.*, 1942, 25, 241-244.—Fears of infancy and early childhood are divided into "inherited, protective, convenient and psychological or conditioned fears." The author doubts that fear of loud noises and fear of falling are inherited fears. Under protective fears he includes those fears "which nature has produced in our mental make-up to protect us from the hazards of life." "Convenient fears may be described as those which develop primarily to allow the growing child to eliminate the responsibilities of life cast upon him in the family circle. . . . Conditioned fears are those which have become fixed in the child's subconsciousness by a circumstance or series of situations which promote fear."—*M. Keller* (Butler Hospital).
1414. Wasserman, U., & Resek, F. The refugee child: a task for mental hygiene. *Ment. Hyg.*, N. Y., 1942, 26, 529-545.—Children who have experienced war or persecution make an adjustment at best in 8-12 months, while children who have not had such experiences adjust within 2-4 months. Inadequacy of the father in many cases brings about compensatory affection for teachers or others who personify the symbol of America. Several cases are detailed to illustrate aspects of the problems of the child adjusting to his new culture.—*W. L. Wilkins* (U. S. Marine Corps Base, San Diego, Calif.).
1415. Wolfe, B. M. The later adjustment of sixteen children diagnosed as psychopathic personality. *Smith. Coll. Stud. soc. Work*, 1942, 13, 156-157.—Abstract.

[See also abstracts 1135, 1234, 1254, 1275, 1299, 1345.]

—THE CENTURY PSYCHOLOGY SERIES—

PRINCIPLES OF APPLIED PSYCHOLOGY

By A. T. Poffenberger

PROFESSOR OF PSYCHOLOGY
COLUMBIA UNIVERSITY

EMPHASIZING individual differences and the consequent need for appraisal of the individual and his environment, this text considers the factors contributing to personal efficiency, the factors to be considered in the choice of an occupation, causes and consequences of various types of maladjustment, psychological problems in the distribution of goods, and finally, the place of psychology in education.

655 pp. \$4.00

D. APPLETON-CENTURY
COMPANY

35 W. 32nd St.

New York, N. Y.

A Comprehensive Abstracting and Indexing Journal of the
World's Literature in Theoretical and Applied
Biology, Exclusive of Clinical Medicine

BIOLOGICAL ABSTRACTS

Under the Auspices of the Union of American
Biological Societies, with the Cooperation of Biologists Generally

In order to serve scientists interested in a limited field of Biology (beginning January 1939) BIOLOGICAL ABSTRACTS is not only published as a whole at \$25 for the complete volume, but it is also published in five separate monthly sections as follows:

ABSTRACTS OF GENERAL BIOLOGY \$4,
ABSTRACTS OF EXPERIMENTAL ANIMAL
BIOLOGY \$8, ABSTRACTS OF MICRO-
BIOLOGY AND PARASITOLOGY \$5, AB-
STRACTS OF PLANT SCIENCES \$6, and
ABSTRACTS OF ANIMAL SCIENCES \$5.

Subscribers to one or more of these sections will receive the Indexes to the whole of BIOLOGICAL ABSTRACTS. (Foreign subscribers add 50c per section for postage.)

SEND FOR A SAMPLE COPY!

BIOLOGICAL ABSTRACTS

University of Pennsylvania

Philadelphia, Penna.

PHILOSOPHIC ABSTRACTS

Dagobert D. Runes, Editor

A cumulative index of significant book and periodical literature in philosophy.

Brief reviews reflecting the opinions of the author rather than those of the reviewer.

Covering sine ira et studio all schools of philosophy.

Regular reports, in spite of the present difficulties in communication, from all parts of the world.

Welcomed by librarians as an authentic bibliographical aid; by teachers as a practical guide; by research men as an invaluable source of material.

Those desiring to keep the Abstracts with the first issue as a permanent record of philosophic research may send their reservations together with a remittance of \$4 for one year, or \$7 for two years (foreign subscribers remit an additional \$1 per annum), to Philosophic Abstracts, 884 Riverside Drive, New York, N. Y.

You may inspect a sample copy at your nearest university library.

PSYCHOLOGICAL REVIEW

1892 - 1942

A limited number of the January 1943 issue of PSYCHOLOGICAL REVIEW has been bound in cloth.

It contains the papers commemorating the one hundredth anniversary of the birth of William James.

This number, *Volume 50, Number 1*, also contains the papers celebrating the fiftieth anniversary of the American Psychological Association.

PARTIAL CONTENTS OF JUBILEE NUMBER Edited by Sidney Langfeld

<i>Toastmaster's Speech</i>	C. E. SEASHORE
<i>The Adolescence of American Psychology</i>	R. S. WOODWORTH
<i>The American Psychological Association: 1892-1942</i>	S. W. FERNBERGER
<i>American Psychology in the '80's and '90's</i>	J. JASTROW
<i>Wundt and Leipzig in the Association's Early Days</i>	G. M. STRATTON
<i>Titchener and James</i>	W. B. PILLSBURY
<i>Early Days of Comparative Psychology</i>	R. M. YERKES
<i>A Perspective on American Psychology</i>	W. KOHLER
<i>Toastmaster's Speech</i>	J. R. ANGELL
<i>James' Influence on the Psychology of Perception and Thought</i>	E. L. THORNDIKE
<i>The Productive Paradoxes of William James</i>	G. W. ALLPORT
<i>The PRINCIPLES</i>	JOHN DEWEY
<i>James the Psychologist—As a Philosopher Sees Him</i>	R. B. PERRY
<i>A Student's Impressions of James in the Late '80's</i>	E. B. DELABARRE
<i>A Student's Impressions of James in the Middle '90's</i>	E. D. STARBUCK
<i>Another Student's Impressions of James at the Turn of the Century</i>	R. B. ANGIER

Price \$2.50

Address orders to

The American Psychological Association, Inc.
NORTHWESTERN UNIVERSITY **EVANSTON, ILLINOIS**

